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ABSTRACT

These materials are part of a four-module series, "Competence Is for Everyone," designed to specify and reduce limitations on the learning and use of skills that people experience because of their sex or race. The series identifies three areas that function to maintain inequalities: the process of making judgments or appraisals, practices of social institutions in education, employment, and the mass media, and legal precedents and historical antecedents. Appraisal is treated as it occurs with respect to group membership, i.e., sex and minority status. This module, written for students at the intermediate grade-level, examines appraisal with respect to gender through activities focused on: (1) identifying personal and societal expectations based on gender; (2) recognizing sex stereotypes protrayed in textbooks and comic books; (3) assessing the status of employed women; and (4) reviewing recent legal changes and their implications for future gender roles. Additionally, a teacher's guide with instructions and worksheets accompanies this student text. (Author/HLM)

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COMPETENCE IS FOR EVERYONE

Intermediate Level
Unit 3: Male and Female

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with the assistance of
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University of Vermont

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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CHAPTER 1

FEMALE AND MALE ROLES

One category that affects all of us is that we are all either male or female. You are either a boy or a girl. We all expect boys to do some things and girls to do other things. Many people believe that girls should do the cooking and cleaning and boys should do mechanical things, like fixing bicycles. Girls should play with dolls and boys should play with trucks. What if you are a boy and you like playing with dolls or baking cookies? What if you are a girl and you like fixing your own bicycle and playing with trucks? What sort of judgments might your friends make abut what you are doing? If you are a boy, they might say, "You're really strange, baking cookies." Or, if you are a girl, they might call you a "tomboy" for fixing your bicycle.

Are these judgments task appraisals or person appraisals? The judgments are based on who you are. They are not based on what you are doing. Do the judgments encourage you to bake cookies or to fix bicycles? No, they really do not. They are saying that it is wrong for boys to bake cookies and for girls to fix bicycles.

Suppose your friends looked at what you were doing. They might discover that you bake very good cookies or that you know how to fix bicycles very well. Would this help you in what you are doing? It might encourage you to do even better.

Many girls are told that they should try to be pretty. Girls can be successful through good looks. People might tell you not to worry about trying to be good at various things. All you need to do is to be pretty. Is this advice task or person appraisal? Does it help you learn to do things?

We have many opinions about what girls should do and what boys should do. The judgments do not help us to develop our abilities and interests. What can we do to develop our abilities? We can help each other by letting people do the activities they enjoy and are good at, regardless of whether they seem suitable for a girl or a boy. At first it will be hard to learn how to do this. The story about Baby X is a good example.

Make a Stereotype

Here is a list of personality traits. Read them carefully. Write M in front of the trait that applies to Males and F in front of the trait that applies to Females.

_____ Fighting

_____ Dependent

_____ Adventurous

_____ Follower

_____ Independent

_____ Afraid

_____ Leader

_____ Gentle

_____ Active

_____ Gives in

_____ Courageous

_____ Energetic

_____ Kind

_____ Shy

_____ Skilled

_____ Lazy

_____ Cries easily

_____ Generous

_____ Strong

_____ Tough

Do the judgments help girls develop their abilities?

Do the judgments help boys develop their abilities?

Find a Stereotype

Tonight, spend some time looking at one of the following:

TV--programs or commercials
Magazines
Newspapers
Catalogues--like Sears, Wards, etc.
Books or Comic Books
Fairy Tales or Children's Books

Find one good example of "the ideal girl or woman" or of "the ideal boy or man." We all think we know what males are like. They are tough, courageous, and so on. We also think we know what females are like. They are gentle, afraid, cry easily. Find one example of the typical male and one example of the typical female.

Bring your examples to class tomorrow, if possible. If you cannot bring your example, write a paragraph about it. Be prepared to tell the class what your example has to say about being an "ideal boy or man" or an "ideal girl or woman."

Here is one example:

What are little girls made of?
What are little girls made of?
Sugar and spice and everything nice.
That's what little girls are made of.

What are little boys made of?
What are little boys made of?
Snips and snails and puppy dog tails.
That's what little boys are made of.

What does this nursery rhyme tell us about what boys and girls are like?

Another example might be a picture of boys fighting or of girls playing with dolls. Other pictures might be of a woman cleaning the house or of a man being a leader in politics or business.

X: A Fabulous Child's Story*

Lois Gould

Once upon a time, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl. Its parents could tell, of course, but they couldn't tell anybody else. They couldn't even tell Baby X, at first.

You see, it was all part of a very important Secret Scientific Xperiment, known officially as Project Baby X. The smartest scientists had set up this Xperiment at a cost of Xactly 23 billion dollars and 72 cents....

Also, long before Baby X was born, all those scientists had to be paid to work out the details of the Xperiment, and to write the Official Instruction Manual for Baby X's parents and, most important of all, to find the right set of parents to bring up Baby X. These parents had to be selected very carefully. Thousands of volunteers had to take thousands of tests and answer thousands of tricky questions. Almost everybody failed because, it turned out, almost everybody really wanted either a baby boy or a baby girl, and not Baby X at all. Also, almost everybody was afraid that a Baby X would be a lot more trouble than a boy or a girl....

But, finally, the scientists found the Joneses, who really wanted to raise an X more than any other kind of baby—no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies. And they had to promise never to hire any baby-sitters. The government scientists knew perfectly well that a baby-sitter would probably peek at X in the bathtub, too.

The day the Joneses brought their baby home, lots of friends and relatives came over to see it. None of them knew about the secret Xperiment, though. So the first thing they asked was what kind of a baby X was. When the Joneses smiled and said, "It's an X!" nobody knew what to say. They couldn't say, "Look at her cute little dimples!" And they couldn't say, "Look at his husky little biceps!" And they couldn't even say just plain "kitchy-coo." In fact, they all thought the Joneses were playing some kind of rude joke.

But, of course, the Joneses were not joking. "It's an X" was absolutely all they would say. And that made the friends and relatives very angry. The relatives all felt embarrassed about having an X in the family. "People will think there's something wrong with it!" some of them whispered. "There is something wrong with it!" others whispered back.

"Nonsense!" the Joneses told them all cheerfully. "What could possibly be wrong with this perfectly adorable X?"

Nobody could answer that, except Baby X, who had just finished its bottle. Baby X's answer was a loud, satisfied burp.

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*From Women in the Year 2000, edited by Maggie Tripp. New York: Arbor House. Reprinted by permission of the publisher.

Clearly, nothing at all was wrong. Nevertheless, none of the relatives felt comfortable about buying a present for a Baby X. The cousins who sent the baby a tiny football helmet would not come and visit any more. And the neighbors who sent a pink-flowered romper suit pulled their shades down when the Joneses passed their house.

The Official Instruction Manual had warned the new parents that this would happen, so they didn't fret about it. Besides, they were too busy with Baby X and the hundreds of different Xercises for treating it properly.

Ms. and Mr. Jones had to be Xtra careful about how they played with little X. They knew that if they kept bouncing it up in the air and saying how strong and active it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how sweet and dainty it was, they'd be treating it more like a girl than an X.

On page 1,654 of the Official Instruction Manual, the scientists prescribed: "plenty of bouncing and plenty of cuddling, both. X ought to be strong and sweet and active. Forget about dainty altogether."

Meanwhile, the Joneses were worrying about other problems. Toys, for instance. And clothes. On his first shopping trip, Mr. Jones told the store clerk, "I need some clothes and toys for my new baby." The clerk smiled and said, "Well, now, is it a boy or a girl?" "It's an X," Mr. Jones said, smiling back. But the clerk got all red in the face and said huffily, "In that case, I'm afraid I can't help you, sir." So, Mr. Jones wandered helplessly up and down the aisles trying to find what X needed. But everything in the store was piled up in sections marked "Boys" or "Girls." There were "Boys' Pajamas" and "Girls' Underwear" and "Boys' Fire Engines" and "Girls' Housekeeping Sets." Mr. Jones went home without buying anything for X. That night he and Ms. Jones consulted page 2,326 of the Official Instruction Manual. "Buy plenty of everything!" it said firmly.

So they bought plenty of sturdy blue pajamas in the Boys' Department and cheerful flowered underwear in the Girls' Department. And they bought all kinds of toys....

The head scientists of Project Baby X checked all their purchases and told them to keep up the good work. They also reminded the Joneses to see page 4,629 of the Manual, where it said, "Never make Baby X feel embarrassed or ashamed about what it wants to play with. And if X gets dirty climbing rocks, never say 'Nice little Xes don't get dirty climbing rocks.'"

Likewise, it said, "If X falls down and cries, never say 'Brave little Xes don't cry.' Because, of course, nice little Xes do get dirty, and brave little Xes do cry. No matter how dirty X gets, or how hard it cries, don't worry. It's all part of the Xperiment...."

But then it was time for X to start school. The Joneses were really worried about this, because school was even more full of rules for boys and girls, and there were no rules for Xes. The teacher would tell boys to form one line, and girls to form another line. There would be boys' games and girls' games, and boys' secrets and girls' secrets.

The school library would have a list of recommended books for girls, and a different list of recommended books for boys....

The Joneses spent weeks consulting their Instruction Manual (there were 249½ pages of advice under "First Day of School"), and attending urgent special conferences with the smart scientists of Project Baby X.

The scientists had to make sure that X's mother had taught X how to throw and catch a ball properly, and that X's father had been sure to teach X what to serve at a doll's tea party. X had to know how to shoot marbles and how to jump rope and, most of all, what to say when the Other Children asked whether X was a Boy or a Girl.

Finally, X was ready....

The Joneses had asked X's teacher if the class could line up alphabetically, instead of forming separate lines for boys and girls.... But nobody could help X with the biggest problem of all—Other Children.

Nobody in X's class had ever known an X before. What would they think? How would X make friends?

You couldn't tell what X was by studying its clothes—overalls don't even button right-to-left, like girls' clothes, or left-to-right, like boys' clothes. And you couldn't guess whether X had a girl's short haircut or a boy's long haircut. And it was very hard to tell by the games X liked to play. Either X played ball very well for a girl, or else X played house very well for a boy.

Some of the children tried to find out by asking X tricky questions, like "Who's your favorite sports star?" That was easy. X had two favorite sports stars, a girl jockey named Robyn Smith and a boy archery champion named Robin Hood. Then they asked, "What's your favorite TV program?" And that was even easier. X's favorite TV program was "Lassie," which stars a girl dog played by a boy dog.

When X said that its favorite toy was a doll, everyone decided that X must be a girl. But then X said that the doll was really a robot, and that X had computerized it, and that it was programmed to bake fudge brownies and then clean up the kitchen. After X told them that, the other children gave up guessing what X was. All that they knew was they'd sure like to see X's doll.

After school, X wanted to play with the other children. "How about shooting some baskets in the gym?" X asked the girls. But all they did was make faces and giggle behind X's back.

"How about weaving some baskets in the arts and crafts room?" X asked the boys. But they all made faces and giggled behind X's back, too.

That night, Ms. and Mr. Jones asked X how things had gone at school. X told them sadly that the lessons were okay, but otherwise school was a terrible place for an X. It seemed as if Other Children would never want an X for a friend.

Once more, the Joneses reached for their Instruction Manual. Under "Other Children," they found the following message: "What did you Xpect? Other Children have to obey all the silly boy-girl rules, because their parents taught them to. Lucky X--you don't have to stick to the rules at all! All you have to do is be yourself. P.S. We're not saying it'll be easy...."

There was a seven-letter-word spelling bee in class that day. And a seven-lap boys' relay race in the gym. And a seven-layer cake baking contest in the girls' kitchen corner. X won the spelling bee. X also won the relay race. And X almost won the baking contest, except it forgot to light the oven. Which only proves that nobody's perfect.

One of the Other Children noticed something else, too. He said: "Winning or losing doesn't seem to count to X. X seems to have fun being good at boys' skills and girls' skills."

"Come to think of it," said another one of the Other Children, "maybe X is having twice as much fun as we are!"

So after school that day, the girl who beat X at the baking contest gave X a big slice of her prizewinning cake. And the boy X beat in the relay race asked X to race him home.

From then on, some really funny things began to happen. Susie, who sat next to X in class, suddenly refused to wear pink dresses to school any more. She insisted on wearing red-and-white checked overalls--just like X's. Overalls, she told her parents, were much better for climbing monkey bars.

Then Jim, the class football nut, started wheeling his little sister's doll carriage around the football field. He'd put on his entire football uniform, except for the helmet. Then he'd put the helmet in the carriage, lovingly tucked under an old set of shoulder pads. Then he'd start jogging around the field, pushing the carriage and singing "Rockabye Baby" to his football helmet. He told his family that X did the same thing, so it must be okay. After all, X was now the team's star quarterback.

Susie's parents were horrified by her behavior, and Jim's parents were worried sick about his. But the worst came when the twins, Joe and Peggy, decided to share everything with each other. Peggy used Joe's hockey skates, and his microscope, and took half his newspaper route. Joe used Peggy's needlepoint kit, and her cookbooks, and took two of her three baby-sitting jobs. Peggy started running the lawn mower, and Joe started running the vacuum cleaner.

Their parents weren't one bit pleased with Peggy's wonderful biology experiments, or with Joe's terrific needlepoint pillows. They didn't care that Peggy mowed the lawn better, and that Joe vacuumed the carpet better. In fact, they were furious. It's all that little X's fault, they agreed. Just because X doesn't know what it is, or what it's supposed to be, it wants to get everybody else mixed up, too!

Peggy and Joe were forbidden to play with X any more. So was Susie, and then Jim, and then all the Other Children. But it was too late; the Other Children stayed mixed up and happy and free, and refused to go back to the way they'd been before X.

Finally, Joe and Peggy's parents decided to call an emergency meeting of the school's Parents' Association, to discuss "The X Problem." They sent a report to the principal stating that X was a "disruptive influence." They demanded immediate action. The Joneses, they said, should be forced to tell whether X was a boy or a girl. And then X should be forced to behave like whichever it was. If the Joneses refused to tell, the Parents' Association said, then X must take an Xamination. The school psychiatrist must Xamine it physically and mentally, and issue a full report. If X's test showed it was a boy, it would have to obey all the boys' rules. If it proved to be a girl, X would have to obey all the girls' rules.

And if X turned out to be some kind of mixed-up misfit, then X should be Xpelled from the school. Immediately!

The principal was very upset. Disruptive influence? Mixed-up misfit? But X was an Xcellent student. All the teachers said it was a delight to have X in their classes....

So the principal reluctantly notified X's parents that numerous complaints about X's behavior had come to the school's attention. And that after the psychiatrist's Xamination, the school would decide what to do about X....

At Xactly 9 o'clock the next day, X reported to the school psychiatrist's office. The principal, along with a committee from the Parents' Association, X's teacher, X's classmates, and Ms. and Mr. Jones, waited in the hall outside. Nobody knew the details of the tests X was to be given, but everybody knew they'd be very hard, and that they'd reveal Xactly what everyone wanted to know about X, but were afraid to ask....

Through it all, you could hear the psychiatrist's low voice, asking hundreds of questions, and X's higher voice, answering hundreds of answers....

At last, the door opened. Everyone crowded around to hear the results. X didn't look any different; in fact, X was smiling. But the psychiatrist looked terrible. He looked as if he was crying! "What happened?" everyone began shouting. Had X done something disgraceful? "I wouldn't be a bit surprised!" muttered Peggy and Joe's parents. "Did X flunk the whole test?" cried Susie's parents. "Or just the most important part?" yelled Jim's parents.

"Oh, dear," sighed Mr. Jones.

"Oh, dear," sighed Ms. Jones.

"Ssh," sshed the principal. "The psychiatrist is trying to speak."

Wiping his eyes and clearing his throat, the psychiatrist began in a hoarse whisper..."In my opinion, young X here...[is] just about the least mixed-up child I've ever Xamined!" said the psychiatrist....

Actually, he had stopped crying and was smiling politely through his tears. "Don't you see?" he said, "I'm crying because it's wonderful! X has absolutely no identity problem! X isn't one bit mixed up! As for being a misfit—ridiculous! X knows perfectly well what it is! Don't you, X?" The doctor winked. X winked back.

"But what is X?" shrieked Peggy and Joe's parents. "We still want to know what it is!"

"Ah, yes," said the doctor, winking again. "Well, don't worry. You'll all know one of these days. And you won't need me to tell you."

"What? What does he mean?" some of the parents grumbled suspiciously.

Susie and Peggy and Joe all answered at once. "He means that by the time X's sex matters, it won't be a secret any more!..."

Needless to say, the Joneses were very happy. The Project Baby X scientists were rather pleased, too. So were Susie, Jim, Peggy, Joe, and all the Other Children. The Parents' Association wasn't, but they had promised to accept the psychiatrist's report, and not make any more trouble. They even invited Ms. and Mr. Jones to become honorary members, which they did....

CHAPTER 2

PEOPLE EXPERIENCE APPRAISAL

We all want to live up to the image of the "ideal boy" or the "ideal girl." We want to be liked, accepted, and praised. But sometimes, trying to live up to an image keeps us from doing some of the things we really like to do. Think about your own life and the ways in which being a boy or being a girl has caused you to act in certain ways. Also think about how it has caused other people to see you and treat you in certain ways.

My Personal Experience

Some examples:

Girl	Boy
When I tell people that I want to be an astronaut when I grow up, they either laugh or they tell me it's just a stage I'll grow out of.	I always get sports equipment for my birthday when I'd really like books and records.
Everyone screams and hollers at me for getting dirty, but when my brother gets dirty, no one says a word.	I always get blamed when something gets broken, even if my sister did it.
I always get stuck with the boring jobs, like doing the dishes and setting the table.	I always get stuck with the hard jobs, like shoveling the driveway.
Once I got a chance to go on a fishing trip, but I didn't go because I didn't want to seem like a "tomboy."	I used to go to the art museum every week but I stopped going because my friends called me "Sissy."

Write five true examples from your own life.

Experiences of Other People

In the following readings several people describe their experiences with appraisal. See if you can identify the appraisal. Is it helpful or not helpful to the persons involved?

Diary 1972 of a Mad 12-Year-Old*

Suzy Kitman

Wednesday

I had another student council meeting today. I arrived late, unfortunately, because the principal of the school was at this particular meeting. After about ten minutes I was called on to speak, and I brought up the subject of playground areas. The main question was why the fifth- to seventh-grade boys had a large area and the girls had a very small area — an enclosed street. I said I thought there might be some arrangement where boys and girls share areas. Well, the principal didn't like any kind of complicated arrangements to share playgrounds. "After all," he said, "girls don't like to play games. They like to sit around and talk. . . ."

Monday

Last night, my brother called me into his room. I was all the way downstairs, but I went up anyway and there he stood, holding two piles of dirty laundry. He said he wanted me to wash and dry his clothes by eight o'clock the next morning. (My mother was away.) Assuming I would be bent over and ready, he put them in my arms, but they dropped right through because I flatly refused to do his dirty work. . . .

Wednesday

Today there was a meeting for anyone who wanted to work on the set of a play we're doing. I went because I wanted to learn how to do carpentry and stuff with building. They told me that only boys could do the actual building of the set, and that girls had to paint scenery if they wanted to work on it.

Tuesday

A guidance counselor came from the high school today to talk to us about the high school. He began to talk about the classes we would be taking—two in particular. Home economics for girls and shop for boys. Well, I had heard a lot of things about home economics from older friends, and I really didn't want to take it. I asked him if I could take shop, and was there ever an uproar of laughter! He said many girls did want to take shop, but all the teachers felt it was wise for women to know how to sew.

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Friday

During math today my teacher told the class about a new activity—playing baseball every Monday and Friday afternoon. There are eight teams: girls against girls, boys against boys. Of course, we don't get mixed teams. The teachers are afraid the girls won't be able to stand up to the boys' strength and great athletic ability. My teacher commented, "About five years ago I knew a girl who was fantastic in sports—maybe history will repeat itself!" It cracked the boys up, but none of the girls laughed at it!

Out in Right Field*

Peter Candell

Throughout my entire school career, the time of day I dreaded most was gym class. Whereas other kids seemed to look forward to gym as some sort of relief from sitting at a desk and listening to a teacher, I dreaded the thought of sports.

The curse followed me throughout my entire life. In elementary school, part of the year we played baseball outdoors. The two best players (never me) were captains and they chose—one by one—players for their teams. The choosing went on and on, the better players getting picked first and me and my type last.

During the game I always played the outfield. Right field. Far right field. And there I would stand in the hot sun wishing I was anyplace else in the world. Every so often a ball looked like it was coming in my direction and I prayed to god that it wouldn't happen. If it did come, I promised god to be good for the next thirty-seven years if he let me catch it—especially if it was a flyball. The same thing occurred when it was my turn to bat. It was bad enough, but if there were any runners on base—or any outs—and it all depended on me—I knew we were lost.

The rest of the year in elementary school consisted of indoor gym classes, some of which were coed. The coed gym classes consisted of things like dance lessons. The teachers would teach us essential dances like the fox trot, the mambo, and the merengue. These were always a chore because it was you and your girl partner—usually matched by height—and I of course was the shortest—and matched up with the shortest girl—who towered over me anyway. Dances like the Virginia Reel and square dancing, which were a group thing, I usually enjoyed a lot. A lot, that is, until it became clear from the actions of the rest of the guys in dance class that I was the only one having a good time. After that even that type of dancing was awful.

Junior high school was equally awful. For it was in junior high that real gym classes started—gym class with lockers and smelly locker rooms and gym uniforms and showers with eight million other guys.

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*From Unbecoming Men: A Men's Consciousness-Raising Group Writes on Oppression and Themselves. Reprinted by permission of Times Change Press.

I hated the sight of my gym uniform. The locker room stench almost knocked me out. And during gym class I tried my best not to exert myself, so I wouldn't sweat too much, so I wouldn't have to take a shower with eight million other guys.

In junior high we still did things like play baseball. But things started to get rougher and rougher. We did things like wrestling. And gymnastics. To this day I can't climb a pole or a rope. Calisthenics were and are a bore.

High school was the same old stuff. However, in high school, sports started taking on a new dimension because the most highly prized girls looked to the best athletes: the football and basketball players. I was out of the competition from the beginning, but that didn't make it any the less awful.

There was absolutely no relief from sports in the early part of my life, for it happened not only in school, but also at home. My older brother was a good athlete. He went to ballgames and even tried out for and made some teams. He plastered our room with hateful pictures of the Dodgers at bat. Sports consumed his entire life, and he would get home from school, change his clothes, and run out to play.

My father related to my brother completely in this way. They had a fine sports relationship, and would go off to ballgames together--or talk at the dinner table of the day's ballgames or the latest standings, which they both knew by heart. I was completely left out of this. After a while I grew resentful and wanted no part of it. Yet, every so often my father would try. He would take me out back for a while with a ball, bat, and glove, and try to make a man out of me. Patiently he would throw a ball in my direction and I swung and missed it. After he quickly grew tired of that, he would once again explain to me how to use the fielding glove he stuck on my hand and I would try my hand at catching. I soon grew tired of this--mainly because I missed so often and had to go chasing down the block after the ball. These sessions never lasted very long. Even Sundays were no relief--the television was usually on and blasting a ballgame. I grew to hate the sound of Mel Allen's voice.

What It's Like to Be Me*

Kate Masterton, New York

I learned of discrimination against females early, at age 10, when I wanted to take advantage of my school district's free music-teaching program by learning to play drums. I was informed that drum-playing was a male pastime, certainly not fitting for any little lady! Instead I was given the violin (which I angrily gave up on, two weeks later).

Now 15, I am painfully aware that I am supposedly on this earth to please males, do housework, be popular, have many dates, and finally to have children. Unfortunately, I don't fit that mold. I dress in clothes that are practical and comfortable. I refuse to be flirty or coy, or fake helplessness in order to gain the attention of a male. I refuse to be pretentious or superficial for the sake of "friendship," since I realize that friendship based on superficiality is itself only superficial.

I pity these girls for their pettiness and sharp competitiveness —which is probably not their fault. But I resent the many snide remarks and superior stares which I receive from other females. For some reason it is they who feel threatened by my ideas! Males either laugh at my ideas or take them seriously.

I have always loved horses, and I work after school and on weekends at a stable. I have ridden for five years, and I plan to teach, train, ride, and raise horses professionally. My parents and my boss encourage me.

I plan to go to college to learn basic veterinary skills, animal husbandry, and stable management.

Wendy Kromash, Pennsylvania

I am vice-president of the student council in my junior high school in Pennsylvania. This is a supposedly modern school district that advocates most of the new concepts in education. Although the girls' sports program is insufficient (only a field hockey and a basketball team, compared to three football, two soccer, two basketball, and two baseball teams, a track and a wrestling team for boys), and the shop and home economics classes are still segregated, we are trying.

However, a big blow came when we were discussing, at a council meeting, what to do about refreshments for an upcoming dance. Someone suggested all the girls make cookies. I asked, "What about the boys?" My adviser (both advisers are men) replied, "Yeah, if the boys want to bring in cookies, they can get their mothers to make some." Click!

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Baseball Diamonds Are a Girl's Best Friend*

Letty Cottin Pogrebin

If a girl wants to play sports, she has a problem even before she tries out for a team. Boys have to worry about being good enough to play. But girls have to worry about being allowed to prove that they're good enough to play.

Thousands of girls are beginning to fight back. They are challenging old-fashioned ideas--like the belief that girls are too fragile, or the myth that girls are never as good as boys in athletics. Many of these young women have written *Ms.* to share their anger and their plans for action.

While these girls and young women are fighting their private battles, one battle has been fought in public and the whole country has watched its outcome.

The Little League--which puts more than 2 million 8- to 12-year-old boys on baseball fields in 31 countries--has finally agreed to accept girls.

It all began in New Jersey in 1972, when a young ballplayer named Maria Pepe was accepted by the Hoboken Little League team. Maria's teammates had no objections to her, but the men in charge at the national headquarters of Little League refused to let the Hoboken team stay in the league if they kept a girl in their ranks.

The case eventually went to court and the judges decided that it was against the law for Little League to stop any child from joining a team just because she happens to be a girl.

Here are some of the trailblazers--the young players who believe that baseball diamonds are a girl's best friend. When the first female hero is nominated for the Baseball Hall of Fame, she may well be one of these spirited girls who have fought their way out of the bleachers and into the action.

Dawna Ethier, 13. Nashua, New Hampshire: "Last year I got an application to play for the Little League Yankees, but my parents wouldn't sign it. They thought the game was too rough. Then I started playing hockey.

"Finally my mom said it was okay for me to try out if I could talk my dad into it, and I did. I made it through tryouts against a lot of boys. I played the whole season--I guess about 30 games altogether--and my batting average was .450.

"Since I was the only girl in the whole league, some of the pitchers would hit me to make me cry. But I just took my base, no matter how much it hurt.

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"I think that if a girl can beat boys, she should be allowed to try. Maybe you have to go through a hassle, but it's worth it. I don't think any girl should have to pretend to be a boy, though. I got my ears pierced because I want to look like a girl no matter what I do on the field.

"This year I played all-girl basketball and hockey, and I'm also helping mentally retarded kids. When I grow up I want to be a physical education teacher and help girls go out for any sport they like. Any sport at all."

Ellen Vetromile, 12. Ho-ho-kus, New Jersey: "I pitch or I play shortstop for the Eagles, which is a Youth Activities Council team in our town. The boys don't tease me at all, but the fathers of the boys on the opposite team yell at me from the bleachers. They'll say, 'Go on home and help your mother do the dishes,' and stuff like that. They're razzing me because I'm better than their sons, and they can't stand it.

"My parents are real proud of me. My mother comes to most of my games. My brother plays catcher or second base. He's about 15, and he says I'm as good as he was at 12."

Sheila O'Donnell, 14. Schenectady, New York: "Last year they wouldn't let me play on the Babe Ruth League team, so my mom and I decided to try for bigger and better things.

"Mom is really gung ho. She's been on two radio shows talking about girls' sports. We started a summer soccer league for girls and a basketball clinic. Then we made up a group called EGOS, which stands for Encourage Girls' Organized Sports. EGOS is a pressure group, and we sure put pressure on the Guilderland School System, where I live.

"Last year the budget for girls' sports was $1,000. We got them up to $11,000 for 1974-75. We also got them to hire a director of women's intramurals and interscholastic activities and to expand the program in field hockey, track, and softball.

"We don't want to get into boys' sports. We just want strong equitable treatment and facilities for girls. All my girlfriends are athletic, too, and we're sick and tired of seeing boys do what we can't.

"Baseball is just one of my interests. I have a 94 average, and I also play the violin."

Felicia Lee, 12. Teaneck, New Jersey: "I was listening to the radio every day waiting for the court decision. When I heard that girls could play, I tried out. I've wanted to play Little League ball since I was seven.

"Girls' softball isn't nearly as much fun. In Little League you play with a hardball; you get to play more games; and they give you uniforms and trophies.

"After I made the team, I read in the New York Times that my manager said he didn't want me on the team. I just laughed.

"In my second game, I hit a 200-foot home run. Now my batting average is about .300.

"I'm the only girl on my team, but the boys treat me just like one of them. Pitchers on opponents' teams sometimes hit me on a pitch. Them hardballs don't tickle. I don't think they're doing it on purpose, but I got ways of finding that out. If they are doing it, I can bat that hardball right back into their faces if I have to.

"Later, I want to be a stewardess. But now I want to play baseball and run track in the Olympics."

CHAPTER 3

APPRAISALS IN TEXTBOOKS

The appraisals we make are often influenced by what we see and hear around us, by TV, the radio, books, magazines, and newspapers. One way to help people make fairer judgments is to make sure that the judgments in the media and in books are fair.

One area where this has been tried is in school textbooks. Since 1965, many textbook publishers have set up guidelines for their writers. Through these guidelines publishers try to make sure that all individuals are treated fairly in the textbooks you read in school.

Before 1965, many textbooks were not so careful about the kind of appraisals they made. For example, they often showed minority persons in negative, stereotyped ways. Also, they often showed men and women doing only traditionally male and female things.

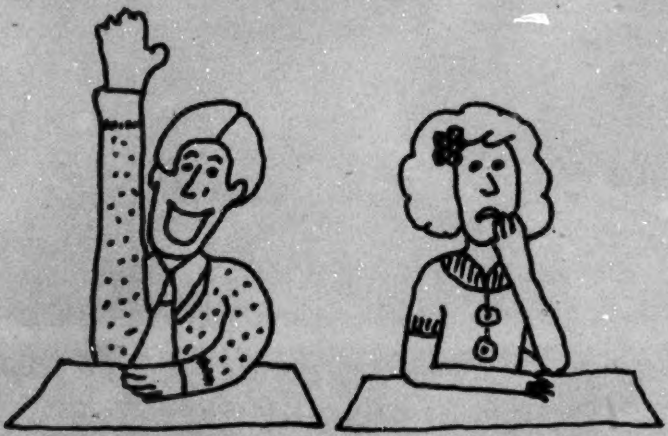
Some textbooks have really changed for the better. They show all kinds of different people doing all kinds of different things. Other textbooks have not gone so far in treating all people fairly. For example, a textbook might show pictures of different racial groups, but also show girls as always doing "girl" things.

The guidelines which follow will help you to "test" a textbook for fairness to all. They come from the guidelines set up by the publishing company of Random House, Inc.

Guidelines for Fairness in Textbooks

1. Characters

All people (both males and females of all racial and ethnic groups) should be shown as full, real, human beings with both strengths and weaknesses. Efforts should be made to avoid showing or describing people in stereotyped ways. For example:



CAN YOU SOLVE PROBLEMS?

The illustration above speaks for itself. The boy is confident in his ability to solve a problem. The girl is passive, confused, unable to answer. Under the new guidelines, both males and females should, at times, be shown to be capable of making decisions and solving problems.

All people should also be shown doing (or wanting to do) many different kinds of things, not just those things that fit their category. For example, a textbook might show pictures of white people in many different occupations. But it shows Black people only as football and baseball players. Is this a fair appraisal of Blacks?

2. History

History and science books sometimes talk only about the contributions of white people (especially men) and leave out the contributions made by minority groups and women. An example would be a book on American history which did not talk about the significant contribution made by Blacks and women. It would show Native Americans only in "war paint," fighting with the early white settlers.

3. Art

The pictures in a book make a strong impression on us. In order to be fair, the pictures in a textbook should show individuals in a variety of physical appearances, the way it is in the real world. The pictures should show people from many different racial and ethnic groups. There should be no bias in the central figure and figure(s) in the background.

4. Language

Sometimes the very language we use is unfair to one group or another. Textbooks should be careful not to use expressions that are "put-downs," like "old maid," "woman driver," etc. They also should avoid using nouns that stereotype activities as either "male" or "female." Here are some examples:

Stereotyped Nouns	Fair Nouns
stewardess	flight attendant
housewife	homemaker
policeman	police officer
chairman	chairperson
salesman	salesperson or representative

Textbooks should also be very careful to present information in a balanced way. For example:

> Mary Brown, a slim and attractive redhead, has been named managing editor at Jones Publishing Company. She replaces John Green, who served in that post for the past three years and is credited with raising company sales twenty percent.

This example focuses on the women's physical appearance (person appraisal) but on the man's accomplishments (task appraisal). A fairer treatment would be to balance the appraisal by either including information about the man's physical appearance or by including facts about the woman's professional accomplishments.

Titles also should be balanced. If a professional title is included for a man, it should be included for a woman. For example: "Governor Hugh Carey and Mrs. Ella Grasso" should be changed to "Governor Ella Grasso and Governor Hugh Carey."

Final Note

Books that were written some time ago will reflect the values of that time. Perhaps they will not meet the standards of today. The same holds true for folk stories and fairy tales. We can't judge these writings by today's standards. We can look at them, however, to see how far we really have come in trying to treat individuals fairly.

Textbook Samples

In the following section you will find some examples of both fair and biased selections from actual textbooks. Use the "Textbook Checklist" as a guide to help you analyze the materials. Not all sections of the checklist will be useful for all the textbook selections. Be sure to use it just as a guide. After you have finished checking through the materials included here, check through some of your own textbooks.

TEXTBOOK CHECKLIST

	Male	Female
1. Count the number of times characters are shown or described:		
a. being active	____	____
b. being passive	____	____
c. receiving help	____	____
d. independent, making decisions, solving problems	____	____
e. involved in sports	____	____
f. concerned with physical appearance	____	____
2. Count the number of times adults are shown:		
a. playing with children	____	____
b. acting skillfully	____	____
c. acting emotionally	____	____

3. List the occupations you see women in:

List the occupations you see men in:

4. Ask yourself these questions:

a. Was there any difference in the total number of men and women shown?

b. Was there any difference in the kinds of things they were shown doing?

c. What do the materials you have reviewed tell you about the ways males and females are appraised in our society?

5. Analyze the language used:

   a. List any stereotyped expressions you find. Example: "The best man for the job."

   b. Is there always balance in the use of nouns and titles? List any unbalanced uses you find. Example: "The men and girls."

   c. List any stereotyped "occupation words" you find. Example: "Fireman."

6. Count the number of times a member of this group is shown in a picture or described in words:

   Afro-American _____

   Native American _____

   Asian American _____

   Mexican American _____

   White American _____

   Other _____

   How many times is a minority group member "the main character" in the story or picture?

   List the occupations you see minority group members in:

7. Ask yourself these questions:

   a. Were minority group members shown in a stereotyped way or in a realistic way?

   b. Was the minority group member's point of view discussed?

Illustrations pp. 23-25 from the 1960 edition of Building for Health by Byrd, Jones, Landis, and Morgan. Reprinted by permission of Laidlaw Brothers, a division of Doubleday & Co., Inc.

CHOOSE WISELY

WASH and WRAP WELL

24

STORE IN REFRIGERATOR

29

COOK WITH VERY LITTLE WATER

30

25

What Are Females Doing? What Are Males Doing?*

These sentences come from textbook exercises. Read each sentence. Is the person male or female? What is the person doing?

1. Mr. Anderson sells houses.
2. His wife is efficient.
3. Mrs. Anderson was a secretary.
4. Their son worked in a synthetic rubber plant last year.

1. An entomologist studies insects through a magnifying glass.
2. A good receptionist speaks courteously.
3. Most switchboard operators are women.
4. All lawyers have passed a difficult state bar examination.

1. a. Our family loses many combs.
   b. Marilyn combs her hair often.
2. a. The judge will award the prize.
   b. Tom was given an award.
3. a. Bob made a good catch.
   b. George will probably catch the most fish.
4. a. A helicopter pilot made the rescue.
   b. The men will rescue the stranded dog.
5. a. That new show made the headlines.
   b. Our class might show our hobbies.

1. Jim and Roger play basketball.
2. The girls tried but failed.
3. Did you pass or fail?
4. Sue baked a cake, and Jane made gingerbread.
5. It may rain, but we will be there.
6. You must start in time, or you will be late.

1. I think Ann is the best-looking girl I ever saw.
2. That jerk has borrowed my bicycle again.
3. John is twelve years old and gets good grades.
4. That spiteful sister of mine is the cause of all my woes.
5. Everyone thinks Mother is a real treasure.

1. The girls (miss, misses) their old friends from school.
2. Mother always (cry, cries) during a sad movie.
3. The color of Sue's dress (match, matches) your sweater.
4. My uncles (play, plays) in a symphony orchestra.
5. My father (mix, mixes) business with pleasure.

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*Textbook passages from the 1971 edition of Advancement with Our Language Today by Conlin, Fillmer, Lefcourt, and Thompson. Reprinted by permission of American Book Company, Inc.

Appraisals in Comic Books

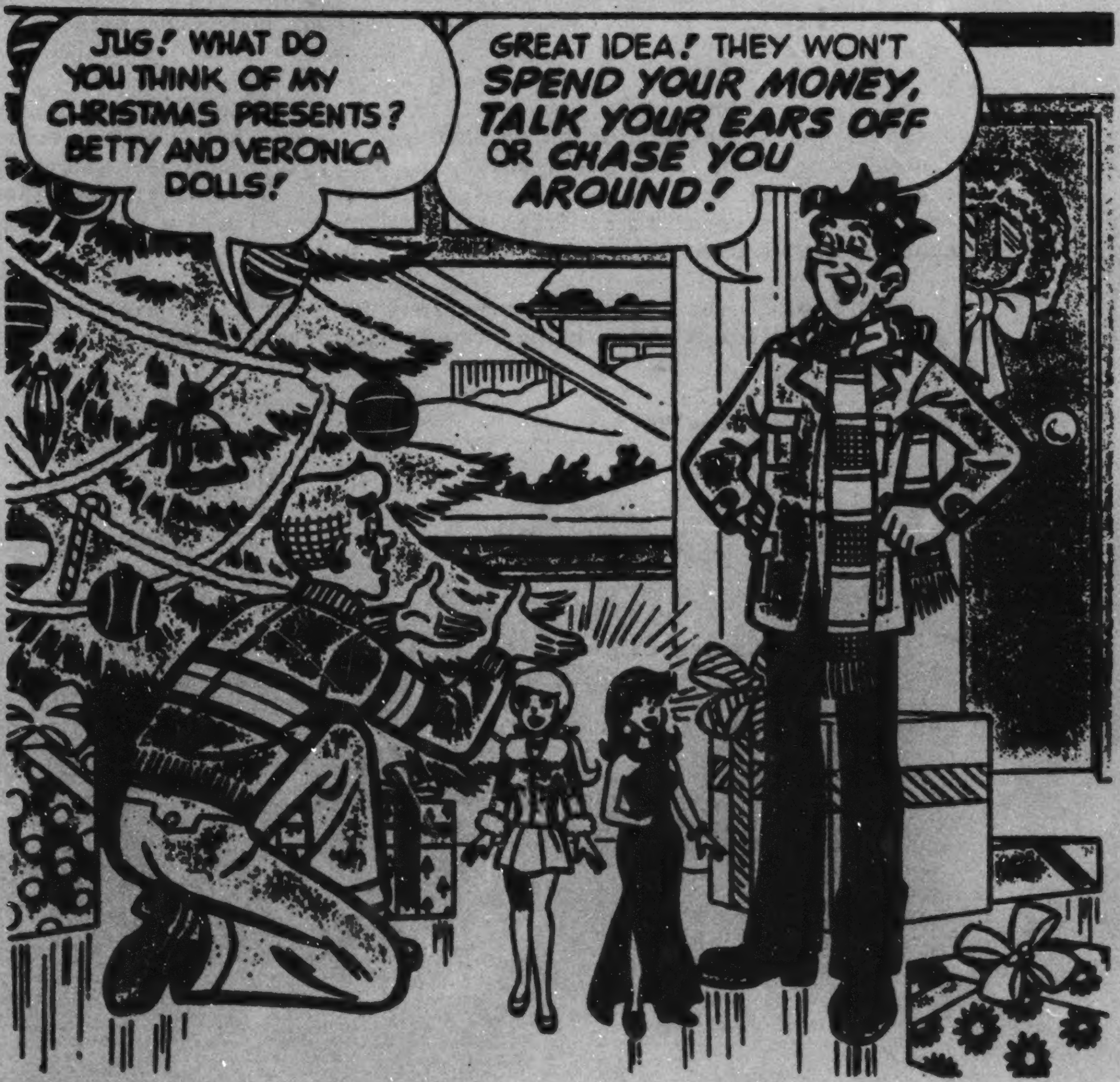
Comic books have a code to follow, too, but it is not nearly as detailed as that for textbooks. There are no guidelines for men and boys. The only guideline about how girls and women should be shown is: "Females shall be drawn realistically, without undue emphasis on any physical quality."

Some comic books, like some textbooks, are making efforts to present both males and females as capable and smart. But, for the most part, women are shown to be super-gorgeous, silly, vain or weak, while men are shown as strong, adventuresome, and brave. Of course, comic book characters are not meant to be "real people." But comics are widely read and help to keep many questionable appraisals alive.

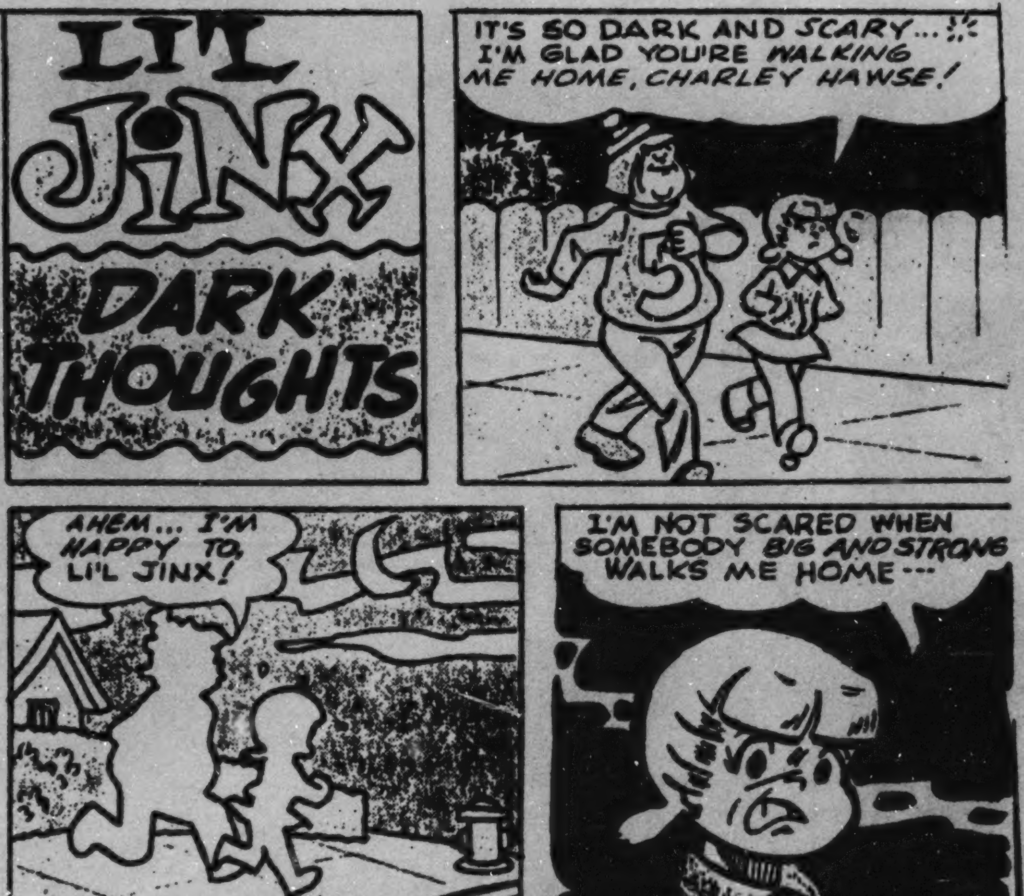
Read through the following selections from popular comic books. What kind of people are the male and female characters? Make a list of what they do.

1. What do females do?

2. What do males do?


JUG! WHAT DO YOU THINK OF MY CHRISTMAS PRESENTS? BETTY AND VERONICA DOLLS!
GREAT IDEA! THEY WON'T SPEND YOUR MONEY, TALK YOUR EARS OFF OR CHASE YOU AROUND!

© 1975 Archie Comic Publications


LI'L JINX
DARK THOUGHTS
IT'S SO DARK AND SCARY... I'M GLAD YOU'RE WALKING ME HOME, CHARLEY HAWSE!
5
AHEM... I'M HAPPY TO, LI'L JINX!
I'M NOT SCARED WHEN SOMEBODY BIG AND STRONG WALKS ME HOME---
GOOD NIGHT, LI'L JINX!
GOOD NIGHT, CHARLEY! THANKS!
I WISH I HAD SOMEBODY BIG AND STRONG TO WALK ME HOME! GULP!
END

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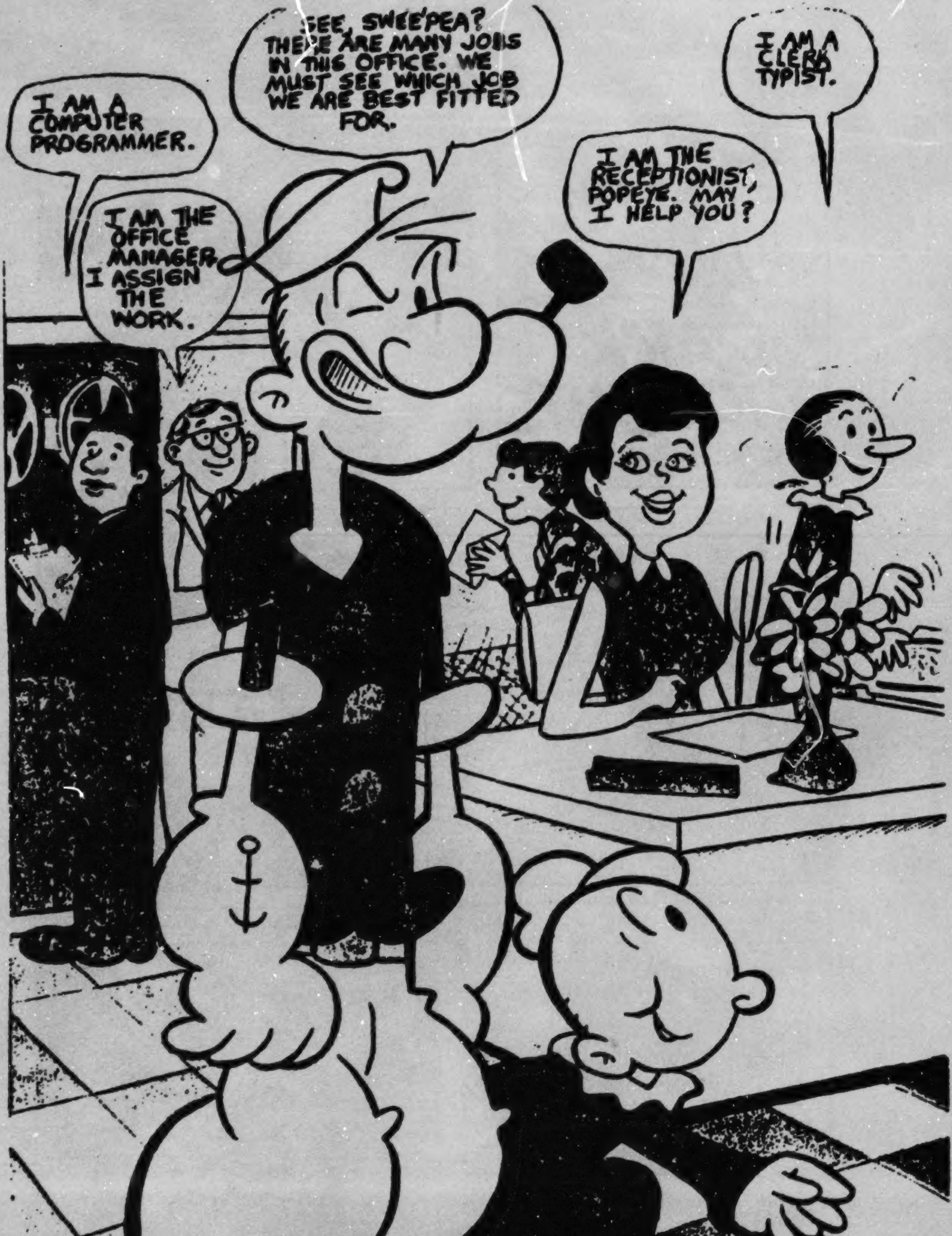
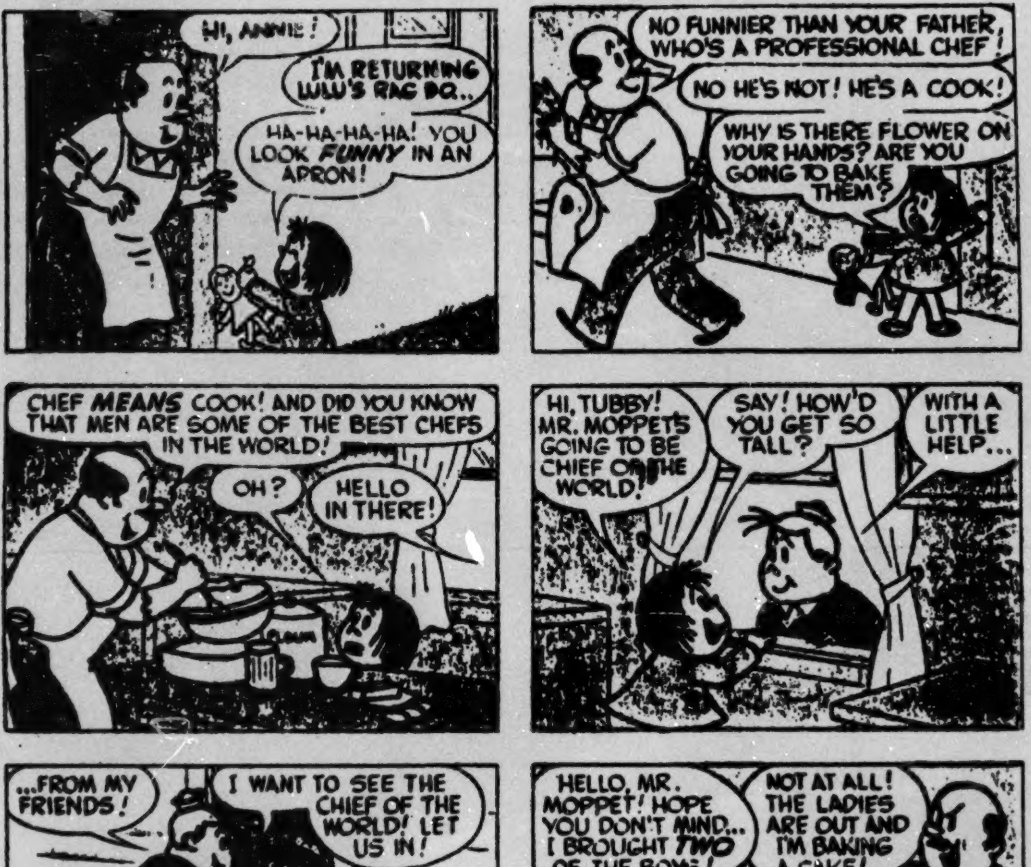

SEE, SWEE'PEA? THERE ARE MANY JOBS IN THIS OFFICE. WE MUST SEE WHICH JOB WE ARE BEST FITTED FOR.
I AM A COMPUTER PROGRAMMER.
I AM A CLERK TYPIST.
I AM THE RECEPTIONIST, POPEYE. MAY I HELP YOU?
I AM THE OFFICE MANAGER. I ASSIGN THE WORK.

© King Features Syndicate, Inc., 1977


HI, ANNIE!
I'M RETURNING LULU'S RAG DO..
HA-HA-HA-HA! YOU LOOK *FUNNY* IN AN APRON!
NO FUNNIER THAN YOUR FATHER, WHO'S A PROFESSIONAL CHEF!
NO HE'S NOT! HE'S A COOK!
WHY IS THERE FLOWER ON YOUR HANDS? ARE YOU GOING TO BAKE THEM?
CHEF *MEANS* COOK! AND DID YOU KNOW THAT MEN ARE SOME OF THE BEST CHEFS IN THE WORLD!
OH?
HELLO IN THERE!
HI, TUBBY! MR. MOPPET'S GOING TO BE CHIEF OF THE WORLD!
SAY! HOW'D YOU GET SO TALL?
WITH A LITTLE HELP...
...FROM MY FRIENDS!
I WANT TO SEE THE CHIEF OF THE WORLD! LET US IN!
UGH!
HELLO, MR. MOPPET! HOPE YOU DON'T MIND... I BROUGHT *TWO* OF THE BOYS!
NOT AT ALL! THE LADIES ARE OUT AND I'M BAKING A CAKE!
MY POP SAYS A WOMAN'S PLACE IS IN THE HOME!
OUR CONGRESSPERSON IS A WOMAN!
THERE YOU GO! SHE'S IN THE *HOUSE* OF REPRESENTATIVES!
CAN YOU SEW, TOO?
SO-SO!
RREEE
SO-SO! HEEEEE!

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CHAPTER 4

JOBS ARE FOR QUALIFIED PEOPLE

For a long time people thought that some jobs should only be done by men. They also thought that other jobs should only be done by women. For example, men should be truck drivers and women should keep house. What do you think? Is it important that these jobs be done by a male or female? Or is it more important that they be done by persons who can do them best? Let us see if we can answer this question. We also will see what some people have to say about this in "Stories about People and Their Jobs."

Occupational Requirements

Below is a list of job advertisements. Each describes the kind of skills that you need in order to do a certain job well. Read each one carefully. Then, in the space next to each job description, write an (F) if you think that females would be much better at doing this job. Write an (M) if you think that males would be much better at doing this job. If you think that both males and females could do the job, write a (B).

1. ___ WANTED: Someone who knows a lot about books. You need to know what the books are about and how to use them to find information. You also have to keep up to date on new books which are written about many different topics.

2. ___ WANTED: We need someone who is very strong and healthy and physically coordinated. You need to be willing to do a lot of physical exercise and you have to practice very hard for long periods of time.

3. ___ WANTED: We are looking for someone who is very interested in plants and animals. You need to have a good understanding of nature. You must be a careful observer so that you can keep good records of the plants and animals around you.

4. ___ WANTED: We want someone who has artistic skills and who knows how much different materials cost. You need to be a good listener so you will understand exactly what your clients want you to do for them. You also should know the kinds of surroundings that people like to be in when they work or play.

5. ___ WANTED: We need someone who is very responsible. You must be a good reader and read carefully. You will need to know about different medicines and know how to prevent getting sick or injured.

Occupational Checklist

1. Here is a list of occupations. Read it carefully. Put (F) in front of the jobs that are usually held by females, (M) in front of the jobs that are usually held by males, and (B) in front of the jobs that are usually held by both males and females:

_____ Dairy Farmer

_____ Bookkeeper

_____ Game Warden

_____ Sales Clerk

_____ Nurse

_____ TV Station Manager

_____ Piano Teacher

_____ Hotel Manager

_____ Dressmaker

_____ Receptionist

_____ School Teacher

_____ Horse Trainer

_____ Antique Dealer

_____ Florist

_____ Secretary

_____ Beautician

_____ Cashier

_____ Photographer

_____ Auto Mechanic

_____ Dentist

_____ Cafeteria Cook

2. Go back to the list above and write task-based want ads for five or six of the occupations. Be sure to identify the skills and training you think are necessary to perform this job.

   Compare the skills you have identified in your want ads with the male/female checklist. Could jobs which are usually performed by men also be done by women? Could those done by women also be performed by men?

People in My Community

In our class discussions and exercises we have found that there are many jobs which people think only males can perform. There are also jobs which people think only females can perform.

A. Look around you. Look at your neighborhood and people you have met. Are there certain jobs which are always held by males? Are there certain jobs which are always held by females? Read the list of jobs below and circle either Male or Female according to what you see around you.

1. My doctor is:	Male	Female
2. Our school librarian is:	Male	Female
3. The auto mechanic who fixes my family's car is:	Male	Female
4. Nurses in my community are:	Male	Female
5. My teacher is:	Male	Female
6. My dentist is:	Male	Female
7. The taxi cab drivers in my community are:	Male	Female
8. The telephone operators are:	Male	Female
9. The police in my community are:	Male	Female
10. The garbage collectors are:	Male	Female
11. The sales clerks in our stores are:	Male	Female
12. The principal in our school is:	Male	Female

B. Now look back over your list. Think about the kinds of skills which are necessary for each job. For each job for which you circled "female," underline "male" if you think males also could perform the skills. For each job for which you circled "male," underline "female" if you think females also could perform the skills.

C. Look back over your list one more time. Of the 12 jobs above, how many did you feel that only males could perform? _____ How many did you feel that only females could perform? _____

The TV World and My World

Watch one of your favorite TV programs. Then answer the following questions in order to compare the TV world to your own. Think about what men and women do on TV and what your father, mother, brothers, and sisters do. Are the people on TV and the people you know the same?

Questions	In the TV Program	In My Family
1. Who are the main people?		
2. What do women do? What jobs do they have?		
3. What do men do? What jobs do they have?		
4. What do girls do?		
5. What do boys do?		

Stories About People and Their Jobs

In these stories people get jobs that they are qualified for. These jobs used to be closed to them because they were female or male. This is now against the law. Jobs have to be filled with the most qualified people. In this section you will find stories about a woman blacksmith, a woman mechanic, and a male kindergarten teacher. At first it is not easy for them. People think that they will not do very well. What are their judgments based on? Do these people change their minds later on? Let us see what happens in some of these cases.

Peggy Ostby Is a Mechanic*

When Peggy Ostby was 14, she was told by a professional psychic that she would "grow up to hold a man's job."

"That prediction didn't come back to me until after I had completed my Navy 'A' schooling and was on my way to my new job...as a mechanic," she reflected.

Peggy is one of two women in the Navy working in the SeaBee construction mechanic rating. Stationed at North Island Naval Air Station's Public Works Garage, she and 28 other mechanics work on everything from one-cylinder lawn mower engines to 85-ton crash cranes. "I'm a general all-around grease monkey. When I was growing up, I'd be under the hood of our family car every time my father worked on it, asking 'what's this, what's that?'"

After high school Peggy worked as a goldplater for an electronics firm. She had just been laid off when she spotted an Armed Forces Day display at a shopping center in her hometown of Los Angeles.

Sitting down with a recruiter, she announced that she would enlist if she could go to mechanics school.

"The recruiter smiled and said, 'You're crazy--that's hard work and a woman just wouldn't make it.' I kept insisting that it was all I was interested in, so finally I got a chance to take an aptitude test. I don't mind dirt and grease. It washes off.

"A lot of the guys thought I'd be a skate--make them do all the hard work, but now they know different," she said. "I guess it was a normal reaction, though, since I was the first woman ever to work here.

"Lifting and heavy work isn't all that hard. These days there's a tool for every job, especially the heavy work."

Peggy also enjoys painting with oils and acrylics.

She plans to learn everything she can about mechanics while in the Navy. It's something she plans to stick with after her enlistment is up because she enjoys her work.

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*Reprinted by permission from American Girl magazine, a magazine for all girls, published by Girl Scouts of the U.S.A.

The Village Blacksmith Is a Woman*

Maureen Q. Nichols

When people read the ad "Horseshoeing by Toni Hanna," they think that "Toni" is misspelled. It's no mistake though--tiny Antoinette Hanna is a blacksmith, the first girl to graduate from Cornell University's Farrier School. The vivacious brunette, who was a Girl Scout in Fairfax County, Va. for five years, was one of six students chosen from over 1,000 applicants.

Cornell's program involved four months of intense training. Toni, who is five feet tall and weighs 95 pounds, stood on her feet for nine hours a day, hammering. "The forge would blow 2,000 degrees at you and your face would be black with soot," she recalled.

It was all worth it though, Toni feels, because she gained a lot of valuable experience. "Since Cornell is a veterinary college, we would go to radiology and study the x-rays of diseased horses," Toni explained. "Some of the world's best vets were there and we got the advantage of their knowledge. We looked at the horse's foot from a specialist's point of view. We were like orthopedic surgeons," she laughed.

Horseshoeing has become very scientific. Much of it involves corrective shoeing. "In the old days," said Toni, "a blacksmith would put a horse's hoof on a stump, trim it with a chisel and nail a shoe onto it. Today, a farrier watches a horse travel and observes how his hind foot reaches his front foot. He then measures the angle of the hoof, the slope of the shoulder, and the length of the toe, before shoeing."

After graduation, Toni was eager to start her own business. She needed tools though, so she advertised in the local paper. A junk dealer called and said he had some old blacksmith tools that he'd sell her. Toni rushed over. While there, she saw a 125-pound anvil. Since anvils usually cost about a dollar a pound, Toni was thrilled when the man agreed to sell it for thirty dollars. "I picked up the anvil and marched to the car, which was quite a way down the road," recalled Toni. When she returned and gave the man thirty dollars, he handed her back ten dollars and said, "For any girl who can carry an anvil down that road, it's on the house."

Toni and her constant companion, "Good Dog," travel all over Oneida County in a pickup truck with a forge in the back. This upstate New York area has many stables, but most of Toni's customers are people who own horses for the sheer pleasure of it. "I could make $1,000 a week if I just wanted to shoe at stables," said Toni, "but I prefer quality not quantity."

Toni thinks that being a girl has both advantages and disadvantages in her work. For example, the first horse she ever shod was a huge, unruly Clydesdale. Her male classmates snickered as Toni approached the massive animal. "I grasped the huge foot that weighed more than I did," she explained. "Suddenly, in one graceful movement, the horse lifted me forward and threw me into the side of a truck." Both her pride and the side of the truck were dented, but Toni was determined not to give up. With a toss of her pigtails, she dusted herself off and finished shoeing the horse.

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*Reprinted by permission of Maureen Q. Nichols from American Girl magazine, a magazine for all girls, published by Girl Scouts of the U.S.A.

Some people feel that a girl handles high-strung animals better than a man. "That's up to the individual," said Toni. "You can't just go barging into an animal's stall with your tools. You have to give the animal credit for having some sensitivity."

Toni recalled a time at Cornell when a fellow was trying to shoe a huge Tennessee Walker. The horse was fighting and thrashing around. He had broken his lead several times. Finally, the student decided to tranquilize the horse. When he left to get the vet, Toni approached the animal. "The first thing I did was untie him," she said. "Then I began stroking him and talking softly into his ear. "When the men returned," she laughed, "I had two shoes on!"

"Horseshoeing takes stamina," emphasized Toni, "but the rewards are great. I go to sleep each night with a sense of personal accomplishment. I know that I've done some good, honest work."

This Man Loves Kindergarten!*

In New Brunswick, New Jersey, a man named Richard Pappa teaches kindergarten. When he first started his job, he told his friends that he taught fifth grade. He knew that most people would find it strange for a man to be teaching kindergarten. Now, after five months on the job, he tells them the truth. It still surprises some people, even though there are over one hundred male kindergarten teachers in New York, New Jersey, and Connecticut.

Before teaching kindergarten, Pappa had taught fifth grade for several years. He became interested in teaching small children after working in a summer preschool program. Pappa says, "The way I look at it is that it takes a man and a woman to make a baby. So why shouldn't it take both to teach a small child?"

So far, the children and parents like Pappa as much as he likes them.

"None of my friends have men teachers," said five-year-old John Freer, who is in Pappa's class, "but I like them. No, I don't know why, I just like them. I like going to school and bringing home stuff for my mother and I can even tie my own shoes."

Colleen Pattee and her friends were surprised to find that Colleen had a male teacher. I didn't even know I had a boy teacher," she said, "but he lets us do nice things and tells us stories so it's pretty good."

Colleen's mother, Jean Pattee, is pleased with her daughter's teacher. Her one complaint was that for the first two weeks of school Colleen wanted to grow a mustache just like her teacher.

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"But that's over now," Mrs. Pattee said. "I know it's unusual to have a man teacher in the kindergarten, but Pappa is very natural with the children. Of course, his room isn't as neat as some of the other teachers', but that doesn't bother the kids. And all I care about is that he's a good teacher and Colleen is very happy there."

My Mom the Cop*

Gail E. Johnson

My mother's name is Jeannette Gloria Laine. She is a policewoman, and has been for three years. It's exciting to have a mom who works at this kind of job. She can't tell us everything that happens, but she can tell us about some things—like the time she investigated a case where some real little kids found drugs while they were playing, and one of them got awfully sick and had to go to the hospital.

My mother works in the Juvenile and Detective Bureau of the Police Department. Her squad number is 127. There are four policewomen in Duluth, and none of them carry revolvers or wear uniforms. According to Mom, the theory is that regular clothes don't scare people as much as a uniform. But Mom does carry tear gas. And handcuffs.

Being a policewoman is not something that my mother decided to do recently. When she got out of high school, she went to work as a secretary for the police department. Later, she was promoted to the Parking Violations Bureau. That's where people pay parking ticket fines. Then she worked as a property clerk, taking care of stolen and recovered things.

Mom had been working in the police department for five years when she saw a notice on the civil service bulletin board that caught her eye. There was an opening for a policewoman. Two years of college or equal experience were needed to qualify. Mom's five years of police work counted as necessary experience. She took the test and passed.

As a new police officer, she had to take eight weeks of rookie training. After that, she was sworn in as an officer and took the police oath.

Being a rookie policewoman isn't easy. There's so much to learn. Mom had to learn lots about the laws. She had to visit the Minnesota State Prison. And study first aid. She had to learn to use the dictaphone and talk with the Bureau of Criminal Apprehension in St. Paul. And she had to learn how to identify different drugs. How to make arrests.

Policewomen usually work in patrols of two. Mom drives a blue car and, even though it has a spotlight, police radio, and siren, it doesn't look like a police car.

On patrol, Mom looks for people who need help—for runaways, wanted people, stolen cars, break-ins, or anything that looks strange and unusual.

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*Reprinted by permission of Gail E. Johnson from American Girl magazine, a magazine for all girls, published by Girl Scouts of the U.S.A.

At her desk, she writes reports about each case she handles.

In addition to her work as a policewoman, Mom (like most policewomen) puts in a lot of extra hours giving talks to school groups, PTA meetings, and things like that about personal defense, shoplifting, and other subjects.

I guess that's why I'm so proud of Mom--I know that she's doing everything she can to make our city safe.

Here in Duluth, policewomen make slightly less than policemen, but policewomen get a clothing allowance since they don't wear uniforms. Mom thinks the salary is good; she earns about twice as much as she would at another job. But there are good reasons for this. One reason is that police work is dangerous. Another is that she not only works 40 hours a week but she is on "24-Hour Call," which means she can work from 9 a.m. until 5 p.m. one day and be told to come in the next day to work from 5 p.m. to 1 a.m. She also has to take Saturday calls, too, if the need arises.

CHAPTER 5

WOMEN AND WORK

What is it like for women who have jobs? What kinds of jobs do they have? What are their salaries? Do women really need to work outside the home? These are some of the questions we will discuss in this section. For a long time people thought that women should only work in the home. But, look around you. See what your mother does. See what the mothers of your friends do. Do all of them work only in the home? Let us see what you think about these questions. Let us find out what the actual situation is for women and work.

Opinionnaire

Directions: Read each item. Show whether you agree with the statement by checking the correct column.

Agree	Disagree	
____	______	1. A woman's place is in the home.
____	______	2. Women are not serious about work. They work only for extra "pin money."
____	______	3. Women are absent from work more than men because of illness. Therefore, they cost the company more.
____	______	4. Women don't work as many years as men. Therefore, their training is costly and wasted.
____	______	5. When women work, they deprive men of job opportunities. Therefore, women should quit those jobs they now hold.
____	______	6. Women should stick to "women's jobs" and should not compete for "men's jobs."
____	______	7. Women don't want responsibility on the job.
____	______	8. Children of working mothers are more likely to become juvenile delinquents than children of mothers who stay at home.
____	______	9. Men don't like to work for women bosses.
____	______	10. Housewives are the happiest women.
____	______	11. Education is wasted on women.
____	______	12. Women get married, then quit work.
____	______	13. Women get worse jobs than men because they have less education and experience.
____	______	14. New laws made the opportunities in the job market very fair to women.
____	______	15. Unemployment rates for women (now and in the past) have pretty much equalled those for men.

Women Have Always Worked*

Women have always worked. Before the United States became an industrial society, work for wages was rare for both men and women. Most of the population lived on farms and grew or produced those things essential for their lives. Work on the farm was shared by most members of the family. Even children helped in the care of animals and in growing crops. The wife's place was not only in the home but also in the fields. She participated in planting and harvesting crops. She grew all the vegetables her family needed for the entire year. She worked in the yard and barns taking care of and raising animals. When she was in the home, her activities included canning food, spinning yarn, weaving textiles. The manufacture of goods in these early times was mainly in the hands of women.

The man's place was not only in the fields but also in the home. He planted and harvested crops and raised animals. He participated in weaving textiles, tanning leather, and manufacturing goods at home. Farming was a shared activity. In fact, in early New England, women who were heads of families received the same portion of land for farming as did men. At first even unmarried women were given a small portion of land.

Women who were not farmers worked at many different kinds of jobs. Many taverns were run by women. The Boston town records show that many licenses to operate taverns were issued to women in the seventeenth century. For example, the record of 1669 states "Widdow Snow and Widdow Upshaw were 'approved of to sell beere and wine for the yeare ensuinge and keep houses of public entertainment.'" Women were employed and even headed "industrial" establishments. They ran mills, distilleries, even sawmills. The 1644 Plymouth records state that "Mistress Jenny, upon the presentment against her, promiseth to amend the grinding at the mill, and to keep morters cleane, and baggs of corne from spoyleing and looseing." At Masons settlement "eight Danes and twenty-two women" were employed in sawing lumber and making potash. Many printers in the eighteenth century were women. They set type and operated the presses. Women published several colonial newspapers, and printed books and pamphlets.

Various industrial occupations were carried out at home. Women made and sold preserves and wines. The most important home industry was the manufacture of textiles. This included carding cotton and wool, spinning, weaving, making lace, and knitting. Sewing and tailoring were common occupations. These products were exchanged for other goods the person or family needed or they were sold.

During the colonial period people insisted that women work. Work was considered a virtue for all and idleness a sin. Puritan ministers and court orders warned people against the danger of idle living. For example, the Salem town records of 1643 state "It is ordered that Margarett Page shall [be sent] to Boston Goale as a lazy, idle, loytering person where she may be sett to work for her liveinge." In 1645 and 1646 several people were paid "for Margarett Page to keep her at work." The records of other towns contain similar cases of individuals, including women, being reprimanded for idleness.

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*Excerpts from early records were obtained from Edith Abbott, Women in Industry. New York: D. Appleton, 1913.

How did this situation change? How did we come to believe that a woman's place should be in the home? Why do we think that work in the home is not really work? There are several reasons for this change. The most important ones are industrialization and a change in beliefs.

This country changed from an agrarian to an industrial society. Manufacture of goods moved from the home to the factory. At first women were employed equally with men. Their salaries were also reasonably good. As our population grew and people settled in cities for jobs, men were preferred over women. Women got the worst jobs and salaries. They became a source of cheap surplus labor. Women worked in sweat shops under unhealthy conditions and for very low wages or they did piecework at home. In this "home-work" system the entire family had to work just to make enough to survive. The following poem summarizes the plight of working women and urges women to unite to form a union.

Mill Mother's Lament*

Ella May Wiggins

We leave our home in the morning,
We kiss our children good-bye,
While we slave for the bosses,
Our children scream and cry.

And when we draw our money,
Our grocery bills to pay,
Not a cent to spend for clothing,
Not a cent to lay away.

And on that very evening
Our little son will say:
"I need some shoes, mother,
And so does sister May."

How it grieves the heart of a mother,
You every one must know;
But we can't buy for our children,
Our wages are too low.

It is for our little children,
That seem to us so dear,
But for us, nor them, dear workers,
The bosses do not care.

But understand, all workers,
Our union they do fear,
Let's stand together, workers,
And have a union here.

As this country became more affluent, people started to adopt the values of the wealthy class. This class held the belief that women of high station should not work. Nonwork was a sign of their high status and wealth. Many working class people started to believe this also. They accepted these values, especially after their own working conditions and salaries improved. They could afford to look down on women's work. Women's work became devalued. Whatever women did was looked at as unimportant and unnecessary. Housework especially was considered as no work at all.

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*Reprinted by permission of The Nation magazine.

Lucy Warner, a working woman, did not like this idea one bit. Her essay of 1891 questions this belief. She asserts that a woman's work deserves as much recognition and dignity as a man's.

Why Do People Look Down on Working Girls?*

Lucy A. Warner

Why do people look down on Working Girls? This is the question that we girls ask each other over and over again. It is not a hard question, but it has never yet been answered to our satisfaction.

Is it because we lack natural ability? . . . Go into the places where we work and see the delicate and difficult work that we are doing--work that requires the help of eye and hand and brain, and, when you have gone the rounds, if you should give us your candid opinion, would not that opinion be that working girls are not deficient in natural ability?

Is it because we lack education? That we do lack education, we admit. We have the brains. Give us the time and opportunity to use them. We are hungering and thirsting for knowledge. . . .

Is it because we work? What an absurd idea! People "look down" on us because we work? Why, the lawyer and the doctor and the clergyman and the professor and the merchant all work, and work hard, too, and every one looks up to them. "Of course," says a bright, young lady, "we expect men to work and support their families, but ladies do not work." Don't they? We have lady artists and musicians, lady doctors, lawyers and lecturers, trained nurses and teachers. If it isn't work that they are doing, what is it? "But," says the same young lady, "have you never discovered that there is a difference between brain work and manual labor?" Yes, we have discovered it, to our sorrow. The teacher considers herself superior to the sewing girl, and the sewing girl thinks herself above the mill girl, and the mill girl thinks the girl who does general housework a little beneath her, and Miss Flora McFlimsy, "who toils not, neither does she spin," thinks herself superior to them all. Is one kind of work more honorable than another? . . .

My friend, have you ever considered that "brain work" enters into every department of manual labor? An intelligent girl will do better work anywhere than an ignorant one. Isn't it a work of art to make a dress? It is just as necessary that a cook should mix her bread with "brains" as it is that an artist should mix her colors with the same materials.

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*From Far and Near, 1, January 1891.

Dear sister workers, we who work in shop and store and factory, and in countless homes all over the United States, if it is because we work that people look down on us, then let us pray that the Lord will change their opinion, and go quietly about our business, for, among the "nobility of labor" there is an illustrious company, at whose head stands the Carpenter of Nazareth, by Whom labor was forever glorified.

Will You Work for a Living?

We think we already know that all boys will have to work for a living and support a family. If you are a girl, you might think to yourself: "I'm not going to work. I'll get married, have children, and be a housewife. It is up to my husband to support the family. I don't have to think about a job or a career." Will this really happen?

Even though you are a girl, the chances are very good that you will be employed for many years of your life. Nine out of ten women will work during some time of their lives, even if they are married. So don't tell yourself that you won't work. The facts are that your probably will.

What kind of work are you likely to get? The answer to this question often depends on whether you are male or female. If you are a female, chances are that you will get a less important, low-paying job. Women are still forced into the lowest-paying jobs and into jobs which many people do not want. Many jobs are still considered "off limits" to women. Who is the president of a company, the doctor, the lawyer? You will probably think of a male in these positions. Who is the secretary, the nurse? You will probably think of a female in these positions. Women are 97% of the secretaries and only 2% of the managers. One-third of all women workers are in only seven occupations: secretary, household worker, salesperson, elementary school teacher, bookkeeper, waitress, nurse.

What will your salary be? It will be quite a bit less than that received by men. Women earn 60¢ for evey dollar that men earn. They earn less than men in every area of work. This is true even if they have a good education. A woman with a college degree earns just as much as a man with an eighth-grade education. A man with a college degree earns almost twice as much as a woman with a college degree.

You might still think that you won't have to work. The fact is that most women work because they have to. Many women are single, widowed, or divorced, and they have to support themselves and their children. Many other women work because their husbands' salaries are too low to support a family. Today in many families both the husband and wife have to work to support the family adequately.

The conclusion is that you will probably work, even though you may be a girl. It is, therefore, in your interest to think about a career. It is also in your interest to work for equal job opportunities, equal education, and equal pay for women.

The government, through the efforts of many people, is trying to correct these inequalities. In 1963 the Equal Pay Act was passed by the U.S. Congress. It requires that workers who do the same work also receive the same pay.

The Equal Pay Act can be efficient in doing what it was designed to do. It can be used to make sure that all people receive "equal pay for equal work."

The following public service announcement has been heard on radio stations across the country.*

Announcer:	*High noon in Gotham City. In a deserted warehouse, Batman and Robin are shackled to a post--desperately struggling to break loose! Inches away, a time bomb ticks ominously. Suddenly, a crash of glass!*
Robin:	*Holy breaking and entering! It's Batgirl!*
Batman:	*Quick, Batgirl, untie us before it's too late!*
Batgirl:	*It's already too late. I've worked for you a long time, and I'm paid less than Robin.*
Robin:	*Holy discontent!*
Batgirl:	*Same employer, same job means equal pay for men and women.*
Batman:	*This is no time for jokes, Batgirl.*
Batgirl:	*It's no joke--it's the Federal Equal Pay Law.*

Of course, the Equal Pay Act does not automatically ensure that people will be treated fairly on payday. Many companies don't seem to want to obey the law on their own, and the government has only a few people to enforce the law. Furthermore, the Equal Pay Act doesn't apply at all to women in many kinds of professional and executive jobs.

Remember: "Equal pay for equal work" is a law now. If you think someone is breaking this law, speak out! It's up to each individual to make sure this law is obeyed.

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*Radio announcement reprinted from Ellen Graham, ed., What Do Women Really Want? Chicopee, Mass.: Dow Jones Books, 1974.

CHAPTER 6

VEHICLES FOR CHANGE: THE LAWS

We all know that one of the most effective ways to change society is to change the laws. However, laws are not always easy to change. Often people have to work for many years to get an unfair law changed.

Women have been struggling for fair treatment under the law for as long as history has been recorded. The following is a very brief summary of some of the legal changes for which women have fought.

215 B.C.	Roman women organized and fought against laws which limited the amount of gold they could own and forbade them to ride in carriages except on festival days. They won their demands.
1848	The first national convention of the Women's Movement was held at Seneca Falls, New York. Demands were made for equal treatment in education, trade, and property rights. The demands included the right to free speech and the right to vote. These demands were not met.
1872	Susan B. Anthony was fined $100 and threatened with a three year jail sentence for leading a group of women to vote in the 1872 election.
1920	Following a fifty-year struggle, the Nineteenth Amendment was passed. This amendment gave women the right to vote.
1923	Alice Paul of the National Women's Party wrote and submitted the Equal Rights Amendment to Congress. It read: "Equality of rights shall not be denied and abridged by the United States or by any State on account of sex." This amendment did not pass Congress.
1963	The Equal Pay Act states that all workers are entitled to equal salaries and benefits regardless of race, religion, national origin, or sex.
1964	Title VII of the Civil Rights Act of 1964 outlaws discrimination in jobs on the basis of race, religion, national origin, or sex.
1972	Title IX of the Higher Education Act forbids discrimination on the basis of sex in any school program that receives federal money. This law covers admissions, athletic programs, course materials, and school organizations.

1972 The Equal Rights Amendment (ERA), first proposed in 1923, was passed by Congress. However, it will not go into effect unless 38 states ratify it by June 1982.

Laws Are Changed by People

One main function of any government is to pass laws and to enforce these laws. But the actions of individuals and groups are required to change laws and to see that they are enforced. We have seen how the efforts of Dr. Martin Luther King and his supporters changed the United States laws for Black people.

Many people have worked and continue to work for fair laws for women. One important law is Title IX of the Higher Education Act.

Title IX*

Title IX became law in 1972. Sex discrimination in the public schools is now illegal. According to Title IX, students cannot be excluded from any school program or activity because of their sex. This means that girls must be given equal opportunity to participate in sports, shop, and any other activity in which boys participate. Boys must be given a chance to take any subjects, like cooking or sewing, that girls usually take.

How did Title IX become a law? Like all federal laws, it was passed by the United States Congress. However, actions by individuals and groups outside of Congress were required to spur its passage. In the following example, testimony given by three students in the court of Brooklyn about discrimination in their schools is presented. The students' efforts contributed to the passage of Title IX.**

> Laura Edelhart (1971). Laura Edelhart told the court that she attended a junior high school in Brooklyn, New York. She wanted to take a metal-working course, but she was not allowed to do so. She made "a dozen calls at least" to the Board of Education but "never got through to anyone." Finally, they told her to go back to the school with her problem. When she spoke to her principal, he told her that they had "too many boys in the school to be able to allow the girls to take metal work and mechanics."
>
> Gigi Gordon (1971). Gigi Gordon was a ninth grader at a Brooklyn junior high school where "They have sewing and cooking available to the ninth graders." That is only for girls, and for the boys, they have metal work and printing, and I think they also have ceramics."
>
> Gigi wanted to take printing, but she was assigned to sewing instead. When she spoke to the teacher who was in charge of the shops, he told her that "the shops were all filled up

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*For more information about Title IX, contact your regional Department of Health, Education, and Welfare, Office for Civil Rights.

**Testimony reprinted from Report on Sex Bias in the Public Schools, 3rd ed. New York: National Organization for Women, 1973.

with boys" and that "he didn't think [she] could get in because of the boys." When she went to the assistant principal, he just told her to "ask the shop teachers if they wanted girls in their classes."

Julie Nives (1971). Julie Nives was a ninth grader in a junior high school where the boys' and girls' gym classes didn't seem to be equal. Here is a description of the gym classes, in Julie's own words.

Girls' Gym: "At the beginning, the first marking period, we did volleyball, and after that, after the marking period was over, we continued doing that. So me and some friends complained because we were supposed to have a new curriculum each marking period. And they said, 'O.K., we will try to do something,' and they did. Finally they got us records which had exercises on them, but the exercises were not working out very well because they were only to slim your waistline and help you walk down the street, well, things like that. So after a while it wasn't really working out well. So then we complained again, you know, we should have something a little more, you know, better, because nobody was getting prepared—you have to wear gym suits—and so they had not done anything about it and we refused to get dressed. That day we went down, we were looking around for some guy—our assistant principal—to complain to, and he wasn't there. And the Dean sent us back into gym, and since then we have not been doing anything."

Boys' Gym: "The boys do exercises. They play basketball. They can go out when it is warm, which the girls are not allowed to do. They play handball and baseball. They have certain teams after school for just baseball, basketball, track teams, which the girls do not have."

When Julie and her friends asked their teachers if they could have basketball in gym, this is the reaction they got (again, in Julie's own words): "We asked for basketball. They said there wasn't enough equipment. The boys prefer to have it first. Then we will have what is left over. We haven't really gotten anywhere."

These three experiences with sex discrimination happened in 1971, before Title IX was passed. However, just because Title IX is now a law does not mean that all the problems of sex discrimination in schools have been solved. It is still up to individual students to make sure that their schools are being fair.

Watch the newspaper for articles about people who are trying to make sure that their schools are following the Title IX rules. Here is a selection from a newspaper article about a girl who wants to play soccer in a school where there is no girls' soccer team.

Rebel Soccer Still Her Goal*

Don Fillion

Marla Pecor is a 14-year-old freshman at South Burlington High School. She is 5'3" and weighs 99 pounds. She wants a chance to try out for the South Burlington High boys' soccer team. She has been denied that chance.

Phil McKenzie, South Burlington athletic director, decided after a meeting Tuesday with Marla's parents, a doctor, a nurse, assistant principal Lawrence Lecour, and others that for the time being Marla would not be granted a chance to try out for the boys' team.

The decision is based on the belief that soccer is a contact sport, although Title IX, which allows for equal opportunity for girls to play sports, does not clearly define soccer as a contact sport.

Marla said, "I just want to try out for the boys' soccer team. If there was a girls' team, I would prefer to play with it, but there isn't. I have three brothers who have played soccer and I've played with them. I feel I can play and I don't consider soccer a contact sport. I know there are other girls in South Burlington who would like to play soccer."

The Equal Rights Amendment

Another important law that many people are still working for is the Equal Rights Amendment (ERA). It is designed to protect women, men, and children from discrimination. The ERA would ensure that sex would not be a factor in the legal rights and treatment of women and men. Each person, under the law, would be judged on the basis of individual behavior, ability, performance, or need. People would not be judged on the basis of whether they are male or female.

The ERA passed the United Stated Congress in 1972. An amendment also has to be ratified by three-fourths of the states (38 states) within seven years.** If the ERA is ratified, it will become the 27th Amendment to the United States Constitution.

How will the ERA help in treating men and women on the basis of individual behavior?

1. Employment

Under the ERA, employment of men and women would be based on individual needs and abilities. In the past laws were passed to protect women from lifting heavy weights. On the average, women are not as strong as men.

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*Reprinted from the Burlington (Vt.) Free Press, September 8, 1976.

**In October 1978 the deadline for ratification was extended to June 1982.

However, there are some women who are a lot stronger than many men. There are also men who are weaker than many women. The laws discriminate against these people. They are based on who the persons are rather than on their abilities. The laws also keep women out of many well-paying jobs because of the excuse that women are not strong enough.

2. Credit

Many banks discriminate against women in giving them loans and credit. They believe that women are less reliable, that they will quit work and not repay their debts. This judgment also is based on who the person is rather than on what the person is doing. It is not based on the fact that most women are dependable workers and work for many years.

3. Education

Title IX outlaws discrimination in education. This Act has many exceptions and loopholes. Enforcement of the Act is also a major problem. ERA would strengthen equal opportunity laws like Title IX. It would assure that education would be based on people's abilities and needs rather than on whether they are male or female.

4. Criminal Laws

Many states have laws which penalize women more for the same crime than men. Some laws penalize men more than women for other crimes. These laws are again based on the gender of the person. According to ERA, the same penalty should be given for the same crime. The penalty would not be based on whether the offender was a male or a female.

5. Social Security

Many social security benefits are not equal for all men and women. Right now, homemakers get no benefits except as dependents.

6. Property Laws

Inheritance laws are not equal. Right now, whenever an estate is more than $120,000, a widow must prove that she has contributed money to the purchase or improvement of an estate. Otherwise she has to pay large estate taxes. If the wife dies first, the husband doesn't have to pay one penny of inheritance tax.

These are only some of the ways that the ERA would help to assure equal treatment of women and men.

Again the efforts of individual persons and of groups helped to pass ERA in Congress. An example is Mrs. Sellers's testimony to the United States Congress in 1970.*

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*Mrs. Sellers's testimony reprinted from America's Working Women, edited by Rosalyn Baxandall, Linda Gordon, and Susan Reverby. New York: Random House, 1976.

MRS. SELLERS. Thank you, sir.

I am Georgianna Sellers of Clarksville, Ind., speaking on behalf of the Indiana and Kentucky unit of the League for American Working Women, known as LAWW....

The members of our organization wholeheartedly support the Equal Rights Amendment—and for many reasons. It would eliminate injustices to women in employment, educational opportunities, and other areas.

...it would nullify all State restrictive laws that limit women as to what work they can do, how long they can work, and what they can lift.

It is an insult to women that such laws or rules are referred to as "protective" when their sole function is to exclude women from the higher-paying jobs....

Most of us working women are employed in factories on high-speed production lines. Some of us—including myself—are working for the Colgate-Palmolive Co., which has arbitrarily refused to concede that there is a Civil Rights Act of 1964, which prohibits discrimination in employment on the basis of sex.

The union supposedly representing the employees at this plant fails to see why it should recognize the minority group—women—and has made contracts since the advent of Title VII of the Civil Rights Act of 1964 that were just as discriminatory as were the previous contracts.

The women working for Colgate were denied the right to work on the better-paying jobs to which their seniority entitled them, simply because they were women and the jobs might occasionally require the lifting of over 35 pounds.

As a matter of fact, some women employees on the low-paying jobs lifted as much as 17 tons per day while men employees thumped buttons on automatic machinery. While Indiana has no so-called "protective" laws prohibiting women employees from lifting 35 pounds, the mere existence of such laws in other states was used as a phony excuse for this discrimination.

"Oh, no," our employer would say, "you are a woman. You can't do this job. You have to lift 35 pounds. Let George do it."

We were kept off of higher-paying, easier jobs for years because the company wanted to "protect" us. I say it did not protect, but exploited women. Used their hard labor for low pay, just as employers treated the Negroes for years. Keep them under foot, not on top...."

American working women have learned the lesson that the black people have learned. There is no such thing as separate but equal. We do not want separate little unequal, unfair laws and separate little unequal, low-paid jobs. We want full equality....

There is no one more aware of the power of woman than women—especially working women.

Creating an Equal Society

Let us assume that everyone obeys Title IX and the Equal Rights Amendment is ratified. What will our society be like? Will this mean that everyone will have to be alike in every way? Will this mean that women and men will have to be equally strong and have equal abilities? The answer is no. We certainly are not equal. Some of us are tall; others are short. Some of us are good at writing; others are good at math. In fact, if you look around you, you will find that no two things in nature are alike. As an exercise, you might compare the leaves of a tree in your school yard. You will find that no two leaves are the same, even though they come from the same tree. This is also true of people. No two persons are exactly alike.

Our laws do not say that we have to be alike. They say that we have to be given an equal opportunity. This means that people will be given an equal chance at a job according to their interests and abilities. It means that students will be given an equal chance to learn the things they want to learn. This will not depend on whether they are male or female. If a boy wants to take up cooking, he can take home economics. If a girl wants to become a truck driver, she can learn how to do this. Companies have to employ the female truck driver or the male cook on the basis of their qualifications, on how well they perform their work.

Imagine that our society has learned to make task appraisals. It has learned to train young people and to employ people on the basis of their abilities and interests. What will our society be like? Here are some questions for you to consider and discuss with your class.

Employment

Who will be the doctors, the truck drivers, the lawyers, the executives, the mechanics, the engineers?

Who will be the nurses, the custodians, the sales clerks, the teachers, the secretaries?

Education

Who will take math, language arts, science, shop, home economics?

Politics

Who will be the President of the United States, the senators, the representatives to Congress?

Other Aspects of Our Society

How would other aspects of our society change, if true equal opportunity became a reality?

CHAPTER 7

FUTURE ROLES

We have looked at employment in America and how it is changing. We have found that many women are employed and that they work for many years. Many women want a chance to have jobs that were reserved for men, like firefighting, driving trucks, etc. Men are also going into areas that our society reserved for women, such as nursing, kindergarten teaching, etc.

Our laws have changed too. Education and employment on the basis of gender is illegal. It is illegal for schools to educate girls and boys in areas that are thought suitable for girls and boys. Education must allow students to pursue their interests and abilities, regardless of whether these "fit" the students' gender. It is illegal for employers to hire men for "men's jobs" and women for "women's jobs." Employers must hire people on the basis of qualifications and abilities rather than gender.

We have found that many women with families are employed. In nearly one-half of all American couples, both husband and wife work. There are also many single-parent families. These are often headed by women who support the family. How do people take care of work on the job and work at home? People have answered this question in many different ways. Here are some ways:

1. The husband works at a job to support the family. The wife stays at home, does the housework, and takes care of the children. In the past we thought that these were the proper roles for men and women.

2. Both the wife and husband are employed outside the home. Often the wife also does most of the housework and child care after she comes home from work. Many husbands and wives also share in taking care of the work at home.

3. The wife works at a job to support the family. The man stays at home, does the housework and takes care of the children. For example, the man might be a writer or architect and prefer to do his work at home and to do the necessary housework.

4. There are many single-parent families. These consist of the mother and her children or the father and his children. Here the parent has both to support the family and do the housework. Children in these families help a great deal with the housework. Children also contribute to housework in the other types of families.

There are many different patterns in how families arrange their home lives and work roles. In the past we thought that men should hold paying jobs and women should stay at home, do the housework and rear children. This is not the way things really are. Many people do both. Our laws also allow us to break out of these traditional categories. They allow us to develop our interests and abilities, regardless of whether they fit these categories. Many choices are open to us. What decisions will we make? What will our future roles be?

My Future Career

Here is a list of careers that are open to many people. There are many more careers that are not included in the list. Check the career that you want to pursue. If your choice is not on the list, write it down at the end of the list. Write down your reasons for your choice.

Careers	My Reasons
Engineer	
Teacher	
Pilot	
Police Officer	
Mechanic	
Artist	
Nurse	
Scientist	
Doctor	
Salesperson	
Hairdresser	
Politician	
Secretary	
Lawyer	
Farmer	
Electrician	
Accountant	
Writer	
Architect	
Plumber	
Telephone Operator	
Other	

Household Task Analysis

1. List all the tasks that need to be done in the home.
2. List the skills, training, or talent required to perform them.
3. Can the tasks be done by a male, female, both? Write an M for male, F for female, B for both.
4. How many household tasks can be done by both males and females?

Household Tasks	Skills Required	Who Can Do the Task?

A Typical Day

Many people have a fairly good idea about what the future might hold for them. Imagine yourself fifteen years from now. How old will you be? Imagine a typical day in your life. Describe all the things you will do on this average day, from the time you get up until the time you go to bed. Use the space below for your description. Be specific and exact.

Stories About Work and Home Roles

How do people combine work and home roles? In the following readings we find that people have answered this question in different ways. In one family the husband becomes the homemaker and the wife earns money to support the family. In another case the wife takes the baby to work with her. In the last reading some women decide to be full-time homemakers. Today we have many choices. The decisions we make about work and home roles are up to us.

Mike McGrady Becomes a Homemaker*

Mike McGrady used to be a newspaper writer. Everyone liked his work. He had a good salary and a nice home. One day he quit his job and became a full-time homemaker.

While Mr. McGrady was still employed, Mrs. McGrady had started designing plastic furniture. Her business grew. Soon she established her own office called Corinne McGrady Designs. Her income increased each year. Finally Mr. and Mrs. McGrady decided that Mr. McGrady would be the homemaker and Mrs. McGrady would support the family through her business.

Mr. McGrady was thrilled. Now he could finally do all the fun things he could not do before. He thought he would have many hours and days of free time. No obligations. No responsibilities. He could visit the library, have a long game of pool, talk with his friends.

The first day did not look too hard. He had to take his daughter Siobhan to the orthodontist, do the shopping, and cook dinner. But, there were many surprises on this first day. He took Siobhan to the orthodontist and waited, and waited, and waited. He looked at all the magazines in the office. He looked at everything in the office. He could hardly stand waiting any longer. Finally Siobhan was ready. Mr. McGrady discovered that the first few hours of his new life had disappeared just waiting.

Then Mr. McGrady did the shopping. He decided to play it safe and cook a dinner that he could not spoil. He settled for roast beef. Mr. McGrady didn't know that the prices for food had gone up a great deal. He had to spend quite a lot of his allowance on the roast. Would his allowance last till the end of the month? Well, he thought that this was his first day as a homemaker. This deserved a celebration.

Next, he stopped at the library. His library card had run out three years ago and he had to renew it. Then he visited with some friends. Time passed in pleasant conversation. Suddenly he realized that it was four-thirty and that he had to prepare dinner by six o'clock. "How long does it take to bake a roast?" he asked a friend. "It takes almost three hours," the friend said. It would be five o'clock by the time Mr. McGrady got home. Dinner wouldn't be ready till eight that night.

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*Adapted from The Kitchen Sink Papers by Mike McGrady. Copyright © 1975 by Mike McGrady. Used by permission of Doubleday & Company, Inc.

Mr. McGrady rushed to the phone and called his daughter Siobhan.

"Hello," Siobhan said.

"Hello, darling...." How would you like to do Daddy a little favor?"

"It depends," she said.

"It depends on what, darling?"

"It depends on what you mean by little."

"Oh, it's nothing," said Mr. McGrady. "Just go to the refrigerator and take the roast beef and put it in the oven at 350 degrees."

"That's a big favor," she replied. "I'm not even sure I can remember all that."

"I'll pay you a quarter."

"One quarter?"

"No, sweetheart,..." Two quarters. But for two quarters you also have to have the potatoes and carrots and onions peeled by the time I get home."

"I have to peel onions," said Siobhan. "They make me cry."

"Okay. Just the potatoes and carrots then."

He rushed to pick up Mrs. McGrady at the office. He noticed that in this one single day he had driven over one hundred miles. This was much more than he used to drive when he went to work. The McGradys finally got home. Mrs. McGrady commented, "Well, you seem to have everything under control." "Nothing to it," replied Mr. McGrady. But actually dinner was very late and the potatoes were not done. Mr. McGrady had to admit: "During the first day, I have cooked the first of many dinners; I have received my first allowance check; I have driven one hundred and eight miles, and I haven't had more than a few minutes to myself."

Amy Catania Grows Up in the House of Representatives*

Susan Catania was elected by the people in her district to represent them in the Illinois House of Representatives. Here she works with other legislators who represent other districts in Illinois. Members of the House of Representatives pass laws, serve on committees, and help to govern the State of Illinois.

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*Based on Jane Lynch's article, "A Baby in the House of Representatives," in Ms. magazine, March 1975. Copyright © 1975 by the Ms. Magazine Corporation.

Susan Catania is also the mother of five children. Amy is her youngest daughter. She is still a small baby. To take care of her, Mrs. Catania brings Amy to work with her every day. She puts Amy into a blue car bed beside her. Mrs. Catania's desk is stacked with important papers. But there is also room for Amy's baby food. Sometimes Mrs. Catania holds Amy in her arms while she is speaking to the House of Representatives. Some members of the House do not like this. They think that it does not look very formal or proper.

But most legislators got used to Amy very quickly. It was a good learning experience for everyone. Mrs. Catania said, "I hadn't thought of men as fatherly." She found that many people were willing to hold and cuddle Amy. "Someone always wanted to hold her and help care for her." The male legislators also learned from this experience. Some of them started bringing their small children to the House of Representatives.

Women as Homemakers*

Some women have chosen to give up their careers to become full-time homemakers. Linda Dannenberg has interviewed several women. She finds that they are very satisfied with their roles as homemakers. One woman states: "At first I was afraid I wouldn't be myself any more after my baby was born and I gave up my job. I worried that something would be taken away from my being my own person. But I discovered that being a mother was a dimension that added to me, not one that took away."

Betsy Ferry had worked as an editor. She discovered that mothering was far more involved and meaningful than she expected. She says: "In the beginning I missed my other adults. But now I've made new friends, other mothers at home, and things are better. I want to be with my son and watch him develop and grow."

Margi, a friend of Betsy's, had taught high school for five years. She found it a relief to stop working: "When I worked, things like laundry, shopping and cleaning still had to be squeezed in. Now, of course, I can do it during the day, so my nights and weekends are free.... I found being home with my daughter very rewarding and enjoyable and I decided to stay."

Evelyn Stock finds that she has time for things she could not do before: "We can play tennis during the day, have long leisurely lunches and build real friendships with other women.... We can do all these things and still take care of a family."

Homemaking has added new dimensions to the lives of these women. Betsy is now taking piano lessons. Margi enjoys gardening and working in stained glass. They are finding new satisfying outlets for their lives.

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*Based on Linda Dannenberg's article, "Back-to-Home Movement?" in Family Circle, May 1976, by permission ot the publisher.

Most of these women agree that: "Everybody achieves fulfillment in a different way.... Whatever her choice is, a woman should not feel she's copping out.... It's all wrong to make a woman feel guilty if she wants to leave the house and her children and take a job; but it's equally wrong to make a woman feel she has to justify staying home."

What can we conclude? We can see that people are made up of multiple categories. We enjoy and want to do different things at different times. The questions of family and work roles have to be decided by us as individuals. Other people need to understand and recognize our decisions. We hope you will give this understanding to yourself and the men and women you know. Remember, being satisfied with the role you choose is important for a happy rewarding life.

Games for Free Children

Do you ever play Cowboy and Indian games? How about pretend games? Do you play being a doctor, an airplane pilot, President of the United States? Should a boy be the doctor, pilot, president? Should the girl be a nurse, or stewardess, or play with dolls? Why? Let us see how some children have solved these questions in the next stories.

Girls Can Be Anything*

Norma Klein

"Now we will play hospital," said Adam Sobel. "I will be the doctor. You will be the nurse."

Adam Sobel was Marina's best friend at school. They went home on the bus together. They were the only ones in their room who could do the lion puzzle and get all the pieces together. Most of the time Marina liked the games Adam thought up, but this time she said, "I want to be the doctor, too."

"You can't be doctor if I'm doctor," Adam said.

"Why not?" said Marina.

"There can't be two doctors," Adam said.

"So, you be the nurse and I'll be doctor," Marina said.

"That's not the way it goes," Adam said.

He was already putting on the white doctor suit that was in the box. "Girls are always nurses and boys are always doctors."

"Why is that?" said Marina.

"That's just the way it is," Adam said. "Could I have the stethoscope, please, nurse?"

That night Marina told her father at supper, "I don't like Adam Sobel at all."

"Oh?" Father said. "I thought he used to be your best friend."

"He used to be," Marina said, "but you know what he said today?"

"What?" asked Father.

"He said girls can't be doctors. They have to be just nurses."

---

*From Girls Can Be Anything by Norma Klein. Copyright © 1973 by Norma Klein. Reprinted by permission of the publishers, E.P. Dutton. All rights reserved.

"Well, that's just plain silly!" her father said. "Of course they can be doctors."

"They can?" asked Marina.

"Certainly they can," Father answered. "Why, your Aunt Rosa is a doctor. You know that."

"But is she a real one?" Marina said.

"She sure is, as real as they come," Father said.

"Does she work in a hospital and have a white suit?" Marina wanted to know.

"She does," Father said. "She works in the very hospital where you were born. You know what she does there?"

"What?" said Marina.

"She's a surgeon," Father said. "That's hard work, you know."

The next day at school, Marina said to Adam, "I have an aunt who's a doctor. She's a surgeon."

"Is she a real doctor?" Adam wanted to know.

"Of course she's real," Marina said. "She comes to our house for supper. She even has a white suit. Lots of women are doctors. I might be one. I might be one that takes care of animals. I could have my own hospital and dogs and cats would come to see me and I would make them better," Marina said. "That's the kind of doctor I want to be."

"I don't even want to be a doctor," Adam said.

"What do you want to be?" asked Marina.

"I think I want to be a pilot," Adam said.

"You mean, you'd have your own airplane and fly it from place to place?"

"Yes," Adam said. "Why don't we play airplane right now?"

"O.K.," said Marina. "How do we do it?"

"Well," said Adam, "this is the plane and I sit in front driving."

"What do I do?" said Marina.

"You're the stewardess," Adam said. "You walk around in back and give people drinks."

So Marina took some cookies and milk and walked around and gave them to all the people on the plane. She always asked them first what they wanted. After a while, she went over to where Adam was and asked, "What are you doing?"

"I'm still driving the plane," Adam said. "Oh! Oh! Here we come! . . . It might be a crash landing! . . . Better look out!"

"You know what?" Marina said.

"What?" said Adam, who was keeping his eyes on the place where the plane had to land.

"I think I want to be a pilot," Marina said.

"You can't be a pilot," Adam said.

"If I want to, I can," Marina said.

"Girls can't be pilots," Adam said. "They have to be stewardesses."

"But that's dull," said Marina. And she went off and began to drive her own plane.

That night in bed Marina said to her mother, "Adam Sobel is so bad."

"Is he?" her mother said. "What did he do?"

"He said girls can't drive planes," Marina said. "He said they have to be stewardesses."

"That's not true," Mother said.

"Then, how come he said it?" Marina asked.

"Maybe he didn't know," Mother answered. "There was a picture of a woman in the paper just the other day, and she's been flying her own plane for nineteen years."

"Does she fly with people in it?" Marina asked.

"Well, she has a co-pilot," Mother said. "Pilots always have co-pilots to help them."

"Mommy?"

"Yes, dear."

"If I was a pilot, would you and Daddy fly with me in my plane?"

"We certainly would."

"Would I be a good pilot, do you think?" Marina asked.

"I think you would," Mother said.

The next day at school Marina told Adam, "Today you can be my co-pilot. I'm going to be a pilot like that woman in the paper who has her own plane."

"What woman is that?" Adam said.

"Oh, I guess you didn't see her picture," Marina said. "Her plane has people in it and everything. Even her mother and father fly in it with her."

"Who is the stewardess in that plane?" Adam said.

"In the back there's a little machine and you get your own drinks by putting in some money," Marina said.

"That sounds like a good idea," Adam said. He let Marina be pilot. He was co-pilot and read the map and told her where to go. There was almost a crash landing, but Marina landed in a grassy field and everyone got out safely.

That afternoon their teacher read them a story about a king and queen. They had long red robes and had yellow crowns on their heads.

On the way home in the bus Marina said, "How about being a king? Or a queen?"

Adam thought about that for a minute. "No."

"You could have a red robe," Marina said. "You could have a crown."

Adam shook his head. "I wouldn't like that. Anyway, kings and queens don't do anything anymore. It would be dull."

"Maybe that's true," Marina said.

"What I'd like to be," Adam said, "is president. That's better than being a king."

"President of what?" Marina wanted to know.

"Just president."

"You mean THE President?" Marina said.

"That's right," Adam said.

"What would you do if you were president?" Marina asked.

"Oh," answered Adam, "I would sit in a big room with a rug on the floor and a big desk and I would sign papers and everyone would have to do whatever I said."

"Maybe tomorrow we can play president," Marina said.

"O.K.," Adam said.

"Only, the thing is," Marina said, "what would I be while you were president?"

"You could be my wife."

"What would I do if I were your wife?" asked Marina.

"Well, you could make supper and get the newspaper ready when I got home," Adam said.

"Sometimes you could ride in a car with me. We could wave at people and they would throw confetti at us."

"That sounds like fun," Marina said, "only Adam—"

"Listen," Adam said. "One thing I know. There's never been a woman president."

That night after supper Marina said to her mother and father, "I don't know what we're going to do with Adam Sobel. He says such silly things."

"What did he say today that was so silly?" her father said.

"He said there never was a woman president," Marina said.

There was a pause.

"Isn't he a silly boy!" Marina said.

"Well, it's true, there's never been a woman President of the United States," Mother said.

"Other places have had outstanding women leaders," Father said.

The next morning Marina said to Adam, "Adam, you know, you can be a pilot or a doctor. You know what I'm going to be?"

"What?" Adam said.

"I'm going to be the first woman president! . . . You can be my husband."

"What would I do?" Adam said.

"You would fly our plane and fly me from place to place so I could give talks," Marina said.

"From what you say, it seems like girls can be anything they want," Adam said.

"Well, that's just the way it is now," Marina said. "Will you fly me to where I can give my talk?"

"O.K., but after you give your talk, you have to fly me back so I can give my talk," Adam said.

"O.K.," Marina said.

So Adam flew the plane to where Marina had to give her talk, and she gave it. Then Marina flew Adam to where he had to give his talk, and he gave it.

Then there was a big presidents' supper with hot dogs, cheese, milk, cookies, pop, and candy bars.

Both presidents thought it was delicious.

My Brother the Mother*

David Gersten

Hi, I'm Isabelle. I have a little brother and he is not like other boys that play baseball or football. Every day after he comes home from school, he runs into his room and he plays with his dolls, and he would play and play until dinner time.

After dinner he goes and gives all his dolls dinner. He has so many dolls that when he goes to bed, he can't fit all of them in his bed. So he has four little beds next to his bed for the other dolls.

He does not have a doll house and he doesn't want to put them in the drawers, so he uses the whole house.

He never told anybody, so on his birthday he usually got toy trucks or checker boards but he always got one or two dolls from Mom and Dad. Mom never lets him bring his dolls to school. So he usually puts his dolls in the window so when he comes home from school, he can see them. During January we had a week off from school and we were going to Grandmother Huggins' house in Georgia. We were each allowed one suitcase. I packed 7 skirts and 7 blouses, but my brother Henry packed 5 dolls, 2 pairs of pants, 2 shirts, and 5 doll dresses.

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*Reprinted by permission of Children's Art Foundation, Inc., Santa Cruz, California

On May 21, which is Henry's birthday, Mom and Dad were going to take Henry out to dinner. So Henry ran upstairs and got all dressed up. He came downstairs with all of his dolls in his arms and Mom asked him what he was doing. He said, "I'm going to take all my dolls with me."

Mother said, "You're not going to take your dolls with you, but since it is your birthday, I will go out and bring home dinner for you and your dolls. You may have a party with them in your room." That made Henry very happy and it was a very special birthday for him.

Last Saturday Henry went to a western movie and he wanted to bring all of his dolls but Mom said he could bring only one doll, so he brought his favorite one. He bought a medium-size popcorn to share and every time someone got shot in the movie, he put his hand over his doll's eyes.

Yesterday after school my friend Sue came over to play dolls with me and when we got to my room I only found one doll. We couldn't figure out what to do. We could not play dolls with one doll, but I thought we could ask my brother, so we did. He said, "Yes, but you can only have two dolls and four dresses," and my friend was so happy.

Henry had a birthday for each of his dolls and Mildred, his oldest doll, was going to be 9 in two days. Henry could not figure out what to get her, so he decided to get her four doll dresses and blouses and wrapped them in wrapping paper with little dolls on it.

When it was March 5, Mildred's birthday, he gave her the present and tried them on her. She looked beautiful.

Last night at dinner, my mother told us that she was going to have a baby and Henry was so excited he could hardly eat dinner. After dinner and after he fed his dolls, he got all of their bottles and clothes together so he could have them for his baby sister. Mother said, "Henry, you will be a great help because you know how to take care of dolls, so you will know how to take care of babies."

And ever since, Henry didn't play with dolls. He plays with and takes care of his baby sister.

Helping*

A song by Shel Silverstein

Agatha Fry, she made a pie
and Christopher John helped bake it.

Christopher John, he mowed the lawn
And Agatha Fry helped rake it.

Zachary Zugg took out the rug
And Jennifer Joy helped shake it.

And Jennifer Joy, she made a toy
And Zachary Zugg helped break it.

And some kind of help is the kind of help
that helping's all about.

And some kind of help is the kind of help
we all can do without.

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COMPETENCE IS FOR EVERYONE

Intermediate Level Teacher's Edition
Unit 3: Male and Female

Martha Whalen Kent, Anne M. Woolfson,
and Dale Kent

University of Vermont

U.S. DEPARTMENT OF HEALTH,
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Preface

This curriculum is an outgrowth of approximately six years of research and several additional years of discussion and thought. Although there were a number of obstacles, as there usually are with a long-term project, the efforts of a number of people need to be especially acknowledged for having made this work possible.

Much love and appreciation go to my parents for modeling concrete acts demonstrating the inherent value of human life and the importance of learning. I would like to express equal appreciation to Dale Kent for a decade of exploring the nature of appraisal in many discussions. Gratitude and appreciation go to several teachers who have allowed the free, innocent, playful inquiry of a groping student. Among these I would like to mention especially Professors Lucy Rau Ferguson, Dozier Thornton, Jack Hunter, and Ulrich Weisstein.

Much love and appreciation also go to several colleagues. When James Baldwin was asked what it was like to be a Black writer in the early sixties, he replied that "there was not, no matter where one looked, any proof of one's existence." I would like to thank Dr. Marcia Guttentag, Associate Provost Sheila Tobias, and Dr. Zella Luria for the "proof of one's existence." To be less metaphoric, I would like to thank them for serving as professional models, for their concrete help, and for their continued encouragement of this work from its inception several years ago to the present time.

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Finally, I would like to thank the Women's Educational Equity Act Program of the U.S. Office of Education for the opportunity to contribute toward the realization of equality, freedom, and justice.

M.W. Kent
November, 1977

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AN OVERVIEW OF THE PROGRAM

In his autobiography,* Malcolm X recounts an incident from his youth that shaped the course of his life substantially. Malcolm was a top student while at school. One day one of his teachers asked him what career he planned to pursue. Malcolm had not thought about it, but he replied that he wanted to be a lawyer. The teacher was surprised and advised Malcolm that this was not a realistic goal for a Black person. Carpentry would be much more suitable for his station in life.

Let us consider a second example. From childhood Nancy loved solving mathematical problems. Her parents, although poor, encouraged and supported her in her efforts to become a mathematician. Years of study and substantial financial expenses were required for her doctorate, which Nancy obtained with high distinction. When she went to her first job interview, she was questioned whether she was really serious about mathematics. The interviewer thought that women were not really serious about their work.

What are the judgments of the teacher and the interviewer based on? Are they based on the quality of performance by these individuals or are they based on who these individuals are? Clearly the judgments are based on attributes of these individuals, on being Black or on being female, and on stereotypes associated with these two categories, such as not being serious enough. The actual performance is not taken into account.

What are the consequences of such judgments? In the case of Malcolm X, he became discouraged and dropped out of school at the age of fourteen. In the case of Nancy, she obtained employment as a semi-skilled laboratory assistant.

The purpose of these materials is to specify and reduce limits on the learning and use of skills that people experience because of their gender, race, or minority status. The social categories an individual belongs to are strongly associated with what will or will not be learned, what skills individuals choose or are allowed to exercise, what learning will or will not be encouraged. To articulate these constraints and go beyond them, the materials focus on three areas that function to maintain inequalities. These are:

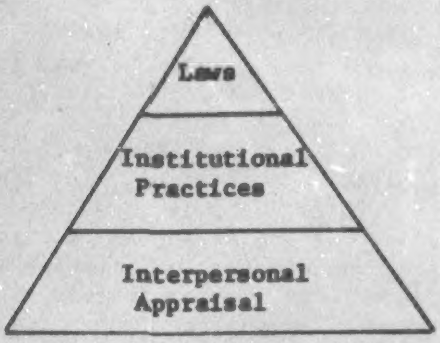
- The process of making judgments or appraisals.
- Practices of social institutions in the areas of employment, education, and the mass media.
- Legal practices and historical antecedents.

The basic concept of the material is that many individuals are treated on the basis of who they are rather than on the basis of what they are doing. This process of inappropriate person-based appraisal and treatment is at the heart of inequality, whether this is expressed in the less visible everyday interpersonal interactions or the deliberate institutional practices of job discrimination or restricted admissions quotas to professional schools.

---

*Malcolm X with Alex Haley, The Autobiography of Malcolm X. New York: Grove Press, 1965.

The three areas represent different levels of this process, which can be illustrated visually in the form of a pyramid.



1. The unobtrusive interpersonal appraisals form the base or foundation of this pyramid. Like most foundations, it is the most solid and the least visible layer of this structure. It is solid and entrenched because we are least aware of what is going on, what sort of appraisals we are making or receiving, and the effects of these on us and on others.

2. Practices of our major institutions constitute the second and more obvious layer of this structure. In the past, discriminatory employment practices and restricted admissions quotas have been clearly stated and articulated in policy statements by these institutions. Their effects are markedly visible in the absence of women and minorities from certain occupations and institutions of advanced training and in their concentration in low-level jobs.

3. The apex of this pyramid is comprised of the legal practices and principles that establish legal guidelines to which we as a society have committed ourselves. These reflect a history of restrictive legislation based not on the actions of individuals but on their group membership. They also reflect a recent history of legislative changes that increasingly have prohibited discriminatory practices. At each level of the pyramid individuals are judged and treated on the basis of who they are rather than on their actions.

Let us take a closer look at the basic layer of interpersonal appraisal and the cases of Malcolm X and Nancy. The advice Malcolm receives contains no information about his actual performance, his excellent scholastic achievements. It does tell him who he is—namely, that he is Black—and that only certain things are suitable for him to do. This information places Malcolm into the category "Black" and helps to keep him there. It also informs him that, because he is in this category, he is somewhat inadequate. In the case of Nancy, the employer does not assess her training and ability as a mathematician. He does assess her as "not serious" and as "female." This appraisal also tells Nancy who she is, that she is "not serious," and that she is a "woman." It also places her into a category and informs her that she, as a person, is inadequate. The consequences of this appraisal for Malcolm and Nancy are that they are given no information about their learning or their skills, information which could have helped them in their performance. Instead, they are defined as inadequate people.

What appraisals did other individuals in the cases of Malcolm X and Nancy receive? Let us consider Nancy's case. She found that all the other applicants for this position were males. The employer was not concerned about how "serious" they were or about the fact that they were males. Instead, he carefully scrutinized their applications and examined the training and experience they had obtained in mathematics. In this case, the employer was directly concerned with the performance of applicants. His appraisal was appropriate. It was task-based rather than person-based.

How can the situation be corrected for Malcolm X or Nancy? In Malcolm's case it would have been appropriate for the teacher to give advice that was based on his actual performance in school. That is, it would have been appropriate for the teacher to make task-based appraisals. In the case of Nancy, it would have been appropriate to examine her application for the training, experience, and ability she had in mathematics and to reject or accept her application on this basis.

In the two examples we have discussed, the personalized appraisals are directly associated with two major social categories, Black and female. Several points need to be clarified. First, there are many groupings in our society, such as the aged, the handicapped, young people, those over thirty, dumb and smart kids, etc. The process of appraisal is not limited to one grouping but is applicable to any category. Through it, any category is established and maintained. Although particular groups may change, the process remains essentially the same.

Second, personalized appraisals need not be associated in an obvious way with a category such as Black or female. In fact, the current climate of opinion suggests that it is less socially acceptable to be obviously prejudiced than it was two decades ago. Malcolm's teacher today might say "You have a good personality, Malcolm, and will find more employment in carpentry." He would refrain from pointing out that Malcolm was Black. The employer in Nancy's case might say to Nancy, "Are you really serious about your work?" He, too, would not comment on the fact that Nancy was a female.

Third, it should be pointed out that sometimes personalized appraisals are appropriate. When we are attracted to someone, we may like that individual's appearance or qualities of character, such as gentleness, sense of humor, etc. In a beauty contest it is appropriate to judge the appearance of contestants. Whether appraisal is appropriate will depend on on the situation. In a situation in which the purpose is learning or using a skill, personalized appraisal is inappropriate and uninformative with regard to the tasks individuals are engaged in. It tells them what sort of people they are and thereby detracts from performance. These definitions can be negative, as in the cases of Malcolm X and Nancy, or positive. Let us consider a positive example. As a student, some of Nancy's friends would remark "With your looks, I wouldn't worry about that math problem." It is nice for Nancy to be complimented on her appearance, but this does not solve her math problem.

The critical concern is not whether appraisals are positive or negative but whether they are appropriate. For nearly two decades educators and psychologists have debated the effectiveness of praise over criticism, of positive over negative reinforcement in learning. A wealth of experimentation has yielded results that have remained quite contradictory. Recently investigators are beginning to acknowledge that the positive or negative qualities are probably not the critically important feature that accounts for the effectiveness of feedback or reinforcement. They are suggesting that effectiveness probably depends on how feedback and reinforcement is used. This curriculum explores one important manner in which feedback occurs and how it is or is not conducive to learning by:

1. Distinguishing between task-based and person-based appraisal.

2. Examining whether the appraisal is appropriate; that is, does task-based appraisal occur in performance situations or are the appraisals personalized and inappropriate?

3. Realizing that positive and negative appraisals are not the critical distinctions. If performance is inadequate, negative task appraisals are as appropriate as are positive task appraisals with a job that is exceptionally well done.

4. Realizing the consequences of appropriate and inappropriate appraisal. Appropriate task appraisal (both positive and negative) provides needed information about the quality of performance and allows learning to take place. Inappropriate personalized appraisal is uninformative of the individual's state of learning and performance. It detracts from performance and defines the individual as a person. The major impact of personalized appraisal is on the internal emotional state of individuals and on their conceptions of themselves. It can result in negative affect and self-image, if the definition is negative. Or it can result in positive affect and self-image if the definition is positive. It is our position that task appropriate appraisal enhances learning and performance and that this, in turn, will lead to feelings of adequacy and effectiveness and thus to satisfying emotional states and self-conceptions.

Now that we have discussed appraisal at some length, it should be evident that the analysis of appraisal is not the same as a consideration of the more popularly known concepts of "stereotyping," "prejudice," and "discrimination." These are handy labels for a variety of behaviors, but they do not illuminate the process underlying stereotyping or prejudice. The analysis of appraisal does articulate what this process is. At the same time, it is broader than stereotyping and discrimination. Any judgment can be analyzed as to whether it is task- or person-based, and the appraisal need not use stereotypic traits or refer to the target person's category or group membership. Take the child who is learning to ride a bicycle and is told, "You're not like your brother."

This appraisal relies neither on a cultural stereotype (such as women not being serious about their work) nor on a social category. Yet it is personalized, inappropriate, and uninformative about how one learns to ride a bicycle.

The analysis of appraisal is foremost a cognitive tool. It is the primary goal of this course to transmit this critical tool of thought to students. The concept of inappropriate personalized appraisal has long been recognized in philosophy as the logical fallacy embodied in ad hominem arguments and in the genetic fallacy. An example would be the claim that President Carter's energy plan is unsound because he is a southerner. Philosophers are mainly interested in the logic of arguments. The ad hominem quality is treated more broadly in this curriculum. We see it as reflected in appraisals in interpersonal interaction as well as in institutional and legal practices. It is hoped that students will:

- Learn to analyze appraisals.
- Recognize social consequences of appraisal to themselves and others.
- Learn to make appropriate appraisals.
- Become less confined by the social categories to which they themselves belong.
- Learn to treat others as individuals and on the basis of their actions rather than as members of a category.

The material treats appraisal as it occurs with respect to group membership. Two types of groupings prominent in our culture were selected: male/female gender and minority status based on racial or ethnic belonging. Unit 1 explores the appraisal process in this society. Appraisal and category membership are treated on a more general level. These concepts are progressively tied to practices in our society.

Unit 2 covers appraisal as it is expressed in minority status. Historical background, economic conditions, personal experiences, and social change are covered in a variety of exercises and readings. The purpose of this unit is not to give an exhaustive historical account of the minority experience, of economic conditions, or of legal changes. It is left to the individual teacher's discretion to expand and supplement the materials as needed or desired. Our goal is to cover the appraisal process, and the included materials are used to illustrate particular points.

Unit 3 covers appraisal with respect to female and male gender. It proceeds from personal experiences of appraisal to institutional practices and recent social and legal changes. Again, our aim was not to provide exhaustive treatments of any of these topics but to illustrate appraisal.

Unit 4 is a summary of concepts covered and a consideration of individual action that can be taken.

In general, each unit is designed to incorporate the different levels of appraisal discussed earlier. The first three units begin with appraisal as it occurs at the interpersonal level. The content of each of the three units proceeds to institutional practices and ends with societal changes. At each level students are asked to analyze the appraisal, to formulate appropriate appraisal, and to recognize the consequences of appraisal. A variety of in-class and out-of-class activities and reading selections are provided. The course ends with a review and application of the concepts to students' own lives. It is hoped that students' knowledge and personal lives will be enriched through the recognition and growth beyond category boundaries within their own lives and through a fuller understanding and realization of their own capabilities.

Materials

The complete set of materials for Competence Is for Everyone, intermediate level, includes:

- Student texts, Units 1-4.
- Four teacher's guides, one for each unit.
- One videotape with discussion guide: "Judge Me, Not My Shell."
- Gender and the Conditions of Learning, a collection of background readings.

Materials are designed so that components can be used independently of each other:

- The videotape can be used independently of the text; it is accompanied by its own discussion guide.
- Gender and the Conditions of Learning can also be used independently by teachers. It treats several broader questions bearing on competence including: the socialization of females and males by parents and schools; the presentation of males and females in the media and in textbooks; and the nature of sex differences and underlying processes.

UNIT 3:

MALE AND FEMALE

INTRODUCTION

There is one set of social categories which affects all of us. We are all either female or male. The mere knowledge that someone is male or female calls forth a set of expectations about what that individual is like, how he or she should act. Our perceptions of what people do almost always include judgments about whether their actions are suitable for their respective gender. This is most evident when we find women or men engaged in activities that violate our expectations of what is appropriate for each gender. Just think of the jokes about male hairdressers. Our expectations are startled when we hear of female truck drivers or pilots, when we hear of male nurses or flight attendants. Our appraisals of individuals in these situations are highly personalized. The fact that these individuals may do their work very well becomes obscured by their gender.

A second point needs to be made. There are many rewards associated with each gender category. Males enjoy being the more valued gender. Just think of the fact that approximately 80% of expecting parents prefer to have a male rather than a female child. Males enjoy higher status by virtue of being male. Males also have and are encouraged to obtain status through achievement in the areas of work, of intellectual endeavors, or of economic and political efforts. Women, on the other hand, are the less valued gender. To some extent this can be overcome and status can be gained through exceptional attractiveness or through exceptional interpersonal efforts, such as care and acceptance of others. Another reward for women is that they have not traditionally had the responsibility of "providing for the family." At least this is what our cultural values have asserted. Fewer demands are placed on women to be self-supporting, let alone to support a whole family unit. Our social values assume that the economic needs of women will be taken care of by men. Who does not like "to be taken care of"? Many would find such an assurance difficult to relinquish. Unfortunately, these assumptions do not reflect actual conditions. Nine out of ten women will work during some time of their lives. Nearly one-half of all women over the age of sixteen presently hold full-time year round jobs.

There are also costs incurred through category belonging. The full expression of human capabilities of people in either gender category are limited. The man has no alternatives but to be a "success." Whatever qualities of gentleness or caring he may have must be subordinated to the goal of success. The woman who desires to achieve and excel at her work, in intellectual or business adventures, must subordinate these to "femininity." It will be the purpose of this unit to explore and go beyond the constraints that gender places on us in the development and expression of our full human potential.

This unit starts with appraisal in the form of expectations individuals and others make because of gender. Students are asked to generate stereotypes of females and males and to consider how these are helpful or limiting. The reading about Baby X illustrates how much our treatment of others depends on our knowledge of their gender.

Chapter Two treats the personal experiences of appraisal. The exercise, "My Personal Experience," allows students to reflect on incidents in their own lives. Reading selections describe the experiences others have had with gender-based appraisals and expectations.

Chapter Three examines stereotypic treatments of females and males in textbooks and comic books. Examples are provided to aid students in recognizing stereotypic and nonstereotypic portrayals.

Chapter Four addresses the question of who should perform a particular job. Is gender a necessary criterion? Several exercises and readings help students discover that jobs are best performed by qualified people. Many jobs that men hold can just as easily be performed by women and vice versa.

Chapter Five examines the status of employed women. Stereotypic beliefs are examined and refuted or supported with actual facts. A historical reading treats the fact that women have always worked but that their work became devalued through industrialization and changing beliefs. Although many women are employed, they work at low-level and low-paying jobs.

Chapter Six covers recent legal changes and their implications for future equitable gender roles. Title IX and the Equal Rights Amendment are briefly reviewed. Excerpts from court testimony are included as illustrations of individual efforts required for change and of the legal process.

In the final chapter students are asked to think realistically about the new choices open to them and to consider the requirements of career goals and of home responsibilities and how these can be met. Supplementary readings illustrate different ways of combining home and work roles. The unit ends showing children in more flexible role-play activities.

CHAPTER 1

FEMALE AND MALE ROLES

One category that affects all of us is that we are all either male or female. You are either a boy or a girl. We all expect boys to do some things and girls to do other things. Many people believe that girls should do the cooking and cleaning and boys should do mechanical things, like fixing bicycles. Girls should play with dolls and boys should play with trucks. What if you are a boy and you like playing with dolls or baking cookies? What if you are a girl and you like fixing your own bicycle and playing with trucks? What sort of judgments might your friends make about what you are doing? If you are a boy, they might say, "You're really strange, baking cookies." Or, if you are a girl, they might call you a "tomboy" for fixing your bicycle.

Are these judgments task appraisals or person appraisals? The judgments are based on who you are. They are not based on what you are doing. Do the judgments encourage you to bake cookies or to fix bicycles? No, they really do not. They are saying that it is wrong for boys to bake cookies and for girls to fix bicycles.

Suppose your friends looked at what you were doing. They might discover that you bake very good cookies or that you know how to fix bicycles very well. Would this help you in what you are doing? It might encourage you to do even better.

Many girls are told that they should try to be pretty. Girls can be successful through good looks. People might tell you not to worry about trying to be good at various things. All you need to do is to be pretty. Is this advice task or person appraisal? Does it help you learn to do things?

We have many opinions about what girls should do and what boys should do. The judgments do not help us to develop our abilities and interests. What can we do to develop our abilities? We can help each other by letting people do the activities they enjoy and are good at, regardless of whether they seem suitable for a girl or a boy. At first it will be hard to learn how to do this. The story about Baby X is a good example.

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*Throughout this guide, pages that duplicate student text are marked "student text" and give the student page number.

Teacher's Worksheet for Make a Stereotype

The purpose of this exercise is to introduce the concept of stereotyping with regard to gender.

Procedure

Have each student fill out the "Make a Stereotype Checklist." When finished, take a poll for each trait by asking how many students felt that a trait applied to males or to females. As you are taking this poll, create two master sheets. Make a list of those traits which were judged as feminine and a list of those traits which were judged as masculine. According to the study by Broverman et al.,* your list will probably look something like this:

Female	Male
Dependent	Fighting
Follower	Adventurous
Afraid	Independent
Gentle	Leader
Kind	Active
Shy	Courageous
Cries easily	Energetic
Gives in	Skilled
	Strong
	Tough

1. Discuss the fact that those traits which we associate with males tend to refer to "competence or skills," whereas females are typically characterized by expressive or emotional qualities. (See Broverman et al. for a discussion of this finding.)

2. Ask students to suggest additional labels or traits which we typically associate with females or males and add them to your master sheets.

3. Discuss how stereotypes limit both males and females in developing and expressing their abilities and interests.

---

*Inge K. Broverman, Susan Raymond Vogel, Donald M. Broverman, Frank E. Clarkson, Paul S. Rosenkrantz, "Sex-role Stereotypes: A Current Appraisal," Journal of Social Issues, 28, 1972, pp. 59-78.

Make a Stereotype

Here is a list of personality traits. Read them carefully. Write M in front of the trait that applies to Males, and F in front of the trait that applies to Females.

_____ Fighting
_____ Dependent
_____ Adventurous
_____ Follower
_____ Independent
_____ Afraid
_____ Leader
_____ Gentle
_____ Active
_____ Giving in
_____ Courageous
_____ Energetic
_____ Kind
_____ Shy
_____ Skilled
_____ Lazy
_____ Cries easily
_____ Generous
_____ Strong
_____ Tough

Do the judgments help girls develop their abilities?

Do the judgments help boys develop their abilities?

Find a Stereotype

Tonight, spend some time looking at one of the following:

- TV--programs or commercials
- Magazines
- Newspapers
- Catalogues--like Sears, Wards, etc.
- Books or Comic Books
- Fairy Tales or Children's Books

Find one good example of "the ideal girl or woman" or of "the ideal boy or man." We all think we know what males are like. They are tough, courageous, and so on. We also think we know what females are like. They are gentle, afraid, cry easily. Find one example of the typical male and one example of the typical female.

Bring your examples to class tomorrow, if possible. If you cannot bring your example, write a paragraph about it. Be prepared to tell the class what your example has to say about being an "ideal boy or man" or an "ideal girl or woman."

Here is one example:

What are little girls made of?
What are little girls made of?
Sugar and spice and everything nice.
That's what little girls are made of.

What are little boys made of?
What are little boys made of?
Snips and snails and puppy dog tails.
That's what little boys are made of.

What does this nursery rhyme tell us about what boys and girls are like?

Another example might be a picture of boys fighting or of girls playing with dolls. Other pictures might be of a woman cleaning the house or of a man being a leader in politics or business.

X: A Fabulous Child's Story*

Lois Gould

Once upon a time, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl. Its parents could tell, of course, but they couldn't tell anybody else. They couldn't even tell Baby X, at first.

You see, it was all part of a very important Secret Scientific Xperiment, known officially as Project Baby X. The smartest scientists had set up this Xperiment at a cost of Xactly 23 billion dollars and 72 cents....

Also, long before Baby X was born, all those scientists had to be paid to work out the details of the Xperiment, and to write the Official Instruction Manual for Baby X's parents and, most important of all, to find the right set of parents to bring up Baby X. These parents had to be selected very carefully. Thousands of volunteers had to take thousands of tests and answer thousands of tricky questions. Almost everybody failed because, it turned out, almost everybody really wanted either a baby boy or a baby girl, and not Baby X at all. Also, almost everybody was afraid that a Baby X would be a lot more trouble than a boy or a girl....

But, finally, the scientists found the Joneses, who really wanted to raise an X more than any other kind of baby--no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies. And they had to promise never to hire any baby-sitters. The government scientists knew perfectly well that a baby-sitter would probably peek at X in the bathtub, too.

The day the Joneses brought their baby home, lots of friends and relatives came over to see it. None of them knew about the secret Xperiment, though. So the first thing they asked was what kind of a baby X was. When the Joneses smiled and said, "It's an X!" nobody knew what to say. They couldn't say, "Look at her cute little dimples!" And they couldn't say, "Look at his husky little biceps!" And they couldn't even say just plain "kitchy-coo." In fact, they all thought the Joneses were playing some kind of rude joke.

But, of course, the Joneses were not joking. "It's an X" was absolutely all they would say. And that made the friends and relatives very angry. The relatives all felt embarrassed about having an X in the family. "People will think there's something wrong with it!" some of them whispered. "There *is* something wrong with it!" others whispered back.

"Nonsense!" the Joneses told them all cheerfully. "What could possibly be wrong with this perfectly adorable X?"

Nobody could answer that, except Baby X, who had just finished its bottle. Baby X's answer was a loud, satisfied burp.

---

*From *Women in the Year 2000*, edited by Maggie Gripp. New York: Arbor House. Reprinted by permission of the publisher.

Clearly, nothing at all was wrong. Nevertheless, none of the relatives felt comfortable about buying a present for a Baby X. The cousins who sent the baby a tiny football helmet would not come and visit any more. And the neighbors who sent a pink-flowered romper suit pulled their shades down when the Joneses passed their house.

The *Official Instruction Manual* had warned the new parents that this would happen, so they didn't fret about it. Besides, they were too busy with Baby X and the hundreds of different Xercises for treating it properly.

Ms. and Mr. Jones had to be Xtra careful about how they played with little X. They knew that if they kept bouncing it up in the air and saying how *strong* and *active* it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how *sweet* and *dainty* it was, they'd be treating it more like a girl than an X.

On page 1,654 of the *Official Instruction Manual*, the scientists prescribed: "plenty of bouncing and plenty of cuddling, *both*. X ought to be strong and sweet and active. Forget about *dainty* altogether."

Meanwhile, the Joneses were worrying about other problems. Toys, for instance. And clothes. On his first shopping trip, Mr. Jones told the store clerk, "I need some clothes and toys for my new baby." The clerk smiled and said, "Well, now, is it a boy or a girl?" "It's an X," Mr. Jones said, smiling back. But the clerk got all red in the face and said huffily, "In *that* case, I'm afraid I can't help you, sir." So, Mr. Jones wandered helplessly up and down the aisles trying to find what X needed. But everything in the store was piled up in sections marked "Boys" or "Girls." There were "Boys' Pajamas" and "Girls' Underwear" and "Boys' Fire Engines" and "Girls' Housekeeping Sets." Mr. Jones went home without buying anything for X. That night he and Ms. Jones consulted page 2,326 of the *Official Instruction Manual*. "Buy plenty of everything!" it said firmly.

So they bought plenty of sturdy blue pajamas in the Boys' Department and cheerful flowered underwear in the Girls' Department. And they bought all kinds of toys...

The head scientists of Project Baby X checked all their purchases and told them to keep up the good work. They also reminded the Joneses to see page 4,629 of the *Manual*, where it said, "Never make Baby X feel *embarrassed* or *ashamed* about what it wants to play with. And if X gets dirty climbing rocks, never say 'Nice little Xes don't get dirty climbing rocks.'"

Likewise, it said, "If X falls down and cries, never say 'Brave little Xes don't cry.' Because, of course, nice little Xes *do* get dirty, and brave little Xes *do* cry. No matter how dirty X gets, or how hard it cries, don't worry. It's all part of the Xperiment...."

But then it was time for X to start school. The Joneses were really worried about this, because school was even more full of rules for boys and girls, and there were no rules for Xes. The teacher would tell boys to form one line, and girls to form another line. There would be boys' games and girls' games, and boys' secrets and girls' secrets.

The school library would have a list of recommended books for girls, and a different list of recommended books for boys....

The Joneses spent weeks consulting their Instruction Manual (there were 249½ pages of advice under "First Day of School"), and attending urgent special conferences with the smart scientists of Project Baby X.

The scientists had to make sure that X's mother had taught X how to throw and catch a ball properly, and that X's father had been sure to teach X what to serve at a doll's tea party. X had to know how to shoot marbles and how to jump rope and, most of all, what to say when the Other Children asked whether X was a Boy or a Girl.

Finally, X was ready....

The Joneses had asked X's teacher if the class could line up alphabetically, instead of forming separate lines for boys and girls.... But nobody could help X with the biggest problem of all—Other Children.

Nobody in X's class had ever known an X before. What would they think? How would X make friends?

You couldn't tell what X was by studying its clothes—overalls don't even button right-to-left, like girls' clothes, or left-to-right, like boys' clothes. And you couldn't guess whether X had a girl's short haircut or a boy's long haircut. And it was very hard to tell by the games X liked to play. Either X played ball very well for a girl, or else X played house very well for a boy.

Some of the children tried to find out by asking X tricky questions, like "Who's your favorite sports star?" That was easy. X had two favorite sports stars, a girl jockey named Robyn Smith and a boy archery champion named Robin Hood. Then they asked, "What's your favorite TV program?" And that was even easier. X's favorite TV program was "Lassie," which stars a girl dog played by a boy dog.

When X said that its favorite toy was a doll, everyone decided that X must be a girl. But then X said that the doll was really a robot, and that X had computerized it, and that it was programmed to bake fudge brownies and then clean up the kitchen. After X told them that, the other children gave up guessing what X was. All that they knew was they'd sure like to see X's doll.

After school, X wanted to play with the other children. "How about shooting some baskets in the gym?" X asked the girls. But all they did was make faces and giggle behind X's back.

"How about weaving some baskets in the arts and crafts room?" X asked the boys. But they all made faces and giggled behind X's back, too.

That night, Ms. and Mr. Jones asked X how things had gone at school. X told them sadly that the lessons were okay, but otherwise school was a terrible place for an X. It seemed as if Other Children would never want an X for a friend.

Once more, the Joneses reached for their Instruction Manual. Under "Other Children," they found the following message: "What did you Xpect? Other Children have to obey all the silly boy-girl rules, because their parents taught them to. Lucky X -- you don't have to stick to the rules at all! All you have to do is be yourself. P.S. We're not saying it'll be easy...."

There was a seven-letter-word spelling bee in class that day. And a seven-lap boys' relay race in the gym. And a seven-layer-cake baking contest in the girls' kitchen corner. X won the spelling bee. X also won the relay race. And X almost won the baking contest, except it forgot to light the oven. Which only proves that nobody's perfect.

One of the Other Children noticed something else, too. He said: "Winning or losing doesn't seem to count to X. X seems to have fun being good at boys' skills and girls' skills."

"Come to think of it," said another one of the Other Children, "maybe X is having twice as much fun as we are!"

So after school that day, the girl who beat X at the baking contest gave X a big slice of her prizewinning cake. And the boy X beat in the relay race asked X to race him home.

From then on, some really funny things began to happen. Susie, who sat next to X in class, suddenly refused to wear pink dresses to school any more. She insisted on wearing red-and-white checked overalls -- just like X's. Overalls, she told her parents, were much better for climbing monkey bars.

Then Jim, the class football nut, started wheeling his little sister's doll carriage around the football field. He'd put on his entire football uniform, except for the helmet. Then he'd put the helmet in the carriage, lovingly tucked under an old set of shoulder pads. Then he'd start jogging around the field, pushing the carriage and singing "Rockabye Baby" to his football helmet. He told his family that X did the same thing, so it must be okay. After all, X was now the team's star quarterback.

Susie's parents were horrified by her behavior, and Jim's parents were worried sick about his. But the worst came when the twins, Joe and Peggy, decided to share everything with each other. Peggy used Joe's hockey skates, and his microscope, and took half his newspaper route. Joe used Peggy's needlepoint kit, and her cookbooks, and took two of her three babysitting jobs. Peggy started running the lawn mower, and Joe started running the vacuum cleaner.

Their parents weren't one bit pleased with Peggy's wonderful biology experiments, or with Joe's terrific needlepoint pillows. They didn't care that Peggy mowed the lawn better, and that Joe vacuumed the carpet better. In fact, they were furious. It's all that little X's fault, they agreed. Just because X doesn't know what it is, or what it's supposed to be, it wants to get everybody else mixed up, too!

Peggy and Joe were forbidden to play with X any more. So was Susie, and then Jim, and then all the Other Children. But it was too late; the Other Children stayed mixed up and happy and free, and refused to go back to the way they'd been before X.

Finally, Joe and Peggy's parents decided to call an emergency meeting of the school's Parents' Association, to discuss "The X Problem." They sent a report to the principal stating that X was a "disruptive influence." They demanded immediate action. The Joneses, they said, should be forced to tell whether X was a boy or a girl. And then X should be forced to behave like whichever it was. If the Joneses refused to tell, the Parents' Association said, then X must take an Xamination. The school psychiatrist must Xamine it physically and mentally, and issue a full report. If X's test showed it was a boy, it would have to obey all the boys' rules. If it proved to be a girl, X would have to obey all the girls' rules.

And if X turned out to be some kind of mixed-up misfit, then X should be Xpelled from the school. Immediately!

The principal was very upset. Disruptive influence? Mixed-up misfit? But X was an Xcellent student. All the teachers said it was a delight to have X in their classes....

So the principal reluctantly notified X's parents that numerous complaints about X's behavior had come to the school's attention. And that after the psychiatrist's examination, the school would decide what to do about X....

At Xactly 9 o'clock the next day, X reported to the school psychiatrist's office. The principal, along with a committee from the Parents' Association, X's teacher, X's classmates, and Ms. and Mr. Jones, waited in the hall outside. Nobody knew the details of the tests X was to be given, but everybody knew they'd be very hard, and that they'd reveal Xactly what everyone wanted to know about X, but were afraid to ask....

Through it all, you could hear the psychiatrist's low voice, asking hundreds of questions, and X's higher voice, answering hundreds of answers....

At last, the door opened. Everyone crowded around to hear the results. X didn't look any different; in fact, X was smiling. But the psychiatrist looked terrible. He looked as if he was crying! "What happened?" everyone began shouting. Had X done something disgraceful? "I wouldn't be a bit surprised!" muttered Peggy and Joe's parents. "Did X flunk the whole test?" cried Susie's parents. "Or just the most important part?" yelled Jim's parents.

"Oh, dear," sighed Mr. Jones.

"Oh, dear," sighed Ms. Jones.

"Ssh," sshed the principal. "The psychiatrist is trying to speak."

Wiping his eyes and clearing his throat, the psychiatrist began, in a hoarse whisper "...in my opinion, young X here...[is] just about the least mixed-up child I've ever Xamined!" said the psychiatrist. . .

Actually, he had stopped crying and was smiling politely through his tears. "Don't you see?" he said, "I'm crying because it's wonderful! X has absolutely no identity problem! X isn't one bit mixed up! As for being a misfit -- ridiculous! X knows perfectly well what it is! Don't you, X?" The doctor winked. X winked back.

"But what is X?" shrieked Peggy and Joe's parents. "We still want to know what it is!"

"Ah, yes," said the doctor, winking again. "Well, don't worry. You'll all know one of these days. And you won't need me to tell you."

"What? What does he mean?" some of the parents grumbled suspiciously.

Susie and Peggy and Joe all answered at once. "He means that by the time X's sex matters, it won't be a secret any more!..."

Needless to say, the Joneses were very happy. The Project Baby X scientists were rather pleased, too. So were Susie, Jim, Peggy, Joe, and all the Other Children. The Parents' Association wasn't but they had promised to accept the psychiatrist's report, and not make any more trouble. They even invited Ms. and Mr. Jones to become honorary members, which they did....

Questions

1. When Baby X was born, many friends and relatives dropped by to see X. What happened when they could not find out whether X was a girl or a boy?

2. Why did Mrs. and Mr. Jones have trouble buying clothes and toys for X? How did they solve this problem?

3. To help X start school, Mr. and Mrs. Jones had taught X girls' games and boys' games. The children at school try to find out whether X is a girl or a boy. What happens?

4. The next day the children discover that X has a lot of fun being able to do boy and girl things. What do the children do?

5. Many parents discover that their children now do boy and girl things. How do the parents react to this?

6. A psychiatrist is asked to examine X to find out if it was a boy, a girl, or a misfit. What did the psychiatrist find?

CHAPTER 2

PEOPLE EXPERIENCE APPRAISAL

We all want to live up to the image of the "ideal boy" or the "ideal girl." We want to be liked, accepted, and praised. But sometimes, trying to live up to an image keeps us from doing some of the things we really like to do. Think about your own life and the ways in which being a boy or being a girl has caused you to act in certain ways. Also think about how it has caused other people to see you and treat you in certain ways.

My Personal Experience

Some examples:

Girl	Boy
When I tell people that I want to be an astronaut when I grow up, they either laugh, or they tell me it's just a stage I'll grow out of.	I always get sports equipment for my birthday when I'd really like books and records.
Everyone screams and hollers at me for getting dirty, but when my brother gets dirty, no one says a word.	I always get blamed when something gets broken, even if my sister did it.
I always get stuck with the boring jobs, like doing the dishes and setting the table.	I always get stuck with the hard jobs, like shoveling the driveway.
Once I got a chance to go on a fishing trip but I didn't go because I didn't want to seem like a "tomboy."	I used to go to the art museum every week but I stopped going because my friends called me "Sissy."

Write five true examples from your own life.

Experiences of Other People

In the following readings several people describe their experiences with appraisal. See if you can identify the appraisal. Is it helpful or not helpful to the persons involved?

Diary 1972 of a Mad 12-Year-Old*

Suzy Kitman

Wednesday

I had another student council meeting today. I arrived late, unfortunately, because the principal of the school was at this particular meeting. After about ten minutes I was called on to speak, and I brought up the subject of playground areas. The main question was why the fifth- to seventh-grade boys had a large area and the girls had a very small area -- an enclosed street. I said I thought there might be some arrangement where boys and girls share areas. Well, the principal didn't like any kind of complicated arrangements to share playgrounds. "After all," he said, "girls don't like to play games. They like to sit around and talk...."

Monday

Last night, my brother called me into his room. I was all the way downstairs, but I went up anyway and there he stood, holding two piles of dirty laundry. He said he wanted me to wash and dry his clothes by eight o'clock the next morning. (My mother was away.) Assuming I would be bent over and ready, he put them in my arms, but they dropped right through because I flatly refused to do his dirty work....

Wednesday

Today there was a meeting for anyone who wanted to work on the set of a play we're doing. I went because I wanted to learn how to do carpentry and stuff with building. They told me that only boys could do the actual building of the set, and that girls had to paint scenery if they wanted to work on it.

Tuesday

A guidance counselor came from the high school today to talk to us about the high school. He began to talk about the classes we would be taking--two in particular. Home economics for girls and shop for boys. Well, I had heard a lot of things about home economics from older friends, and I really didn't want to take it. I asked him if _I_ could take shop, and was there ever an uproar of laughter! He said many girls did want to take shop, but all the teachers felt it was wise for women to know how to sew.

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Friday

During math today my teacher told the class about a new activity--playing baseball every Monday and Friday afternoon. There are eight teams: girls against girls, boys against boys. Of course, we don't get mixed teams. The teachers are afraid the girls won't be able to stand up to the boys' strength and great athletic ability. My teacher commented, "About five years ago I knew a girl who was fantastic in sports--maybe history will repeat itself!" It cracked the boys up, but none of the girls laughed at it!

Questions (No Student Text)

1. What is Suzy Kitman's complaint about the play areas for boys and girls?
2. Why does Suzy not wash her brother's clothes?
3. Suzy wants to take shop at school. What happens?

Out in Right Field*

Peter Candell

Throughout my entire school career, the time of day I dreaded most was gym class. Whereas other kids seemed to look forward to gym as some sort of relief from sitting at a desk and listening to a teacher, I dreaded the thought of sports.

The curse followed me throughout my entire life. In elementary school, part of the year we played baseball outdoors. The two best players (never me) were captains and they chose--one by one--players for their teams. The choosing went on and on, the better players getting picked first and me and my type last.

During the game I always played the outfield. Right field. Far right field. And there I would stand in the hot sun wishing I was anyplace else in the world. Every so often a ball looked like it was coming in my direction and I prayed to god that it wouldn't happen. If it did come, I promised god to be good for the next thirty-seven years if he let me catch it--especially if it was a flyball. The same thing occurred when it was my turn to bat. It was bad enough, but if there were any runners on base--or any outs--and it all depended on me--I knew we were lost.

The rest of the year in elementary school consisted of indoor gym classes, some of which were coed. The coed gym classes consisted of things like dance lessons. The teachers would teach us essential dances like the fox trot, the mambo, and the merengue. These were always a chore because it was you and your girl partner--usually matched by height--and I of course was the shortest--and matched up with the shortest girl --who towered over me anyway. Dances like the Virginia Reel and square dancing, which were a group thing, I usually enjoyed a lot. A lot, that is, until it became clear from the actions of the rest of the guys in dance class that I was the only one having a good time. After that even that type of dancing was awful.

Junior high school was equally awful. For it was in junior high that real gym classes started--gym class with lockers and smelly locker rooms and gym uniforms and showers with eight million other guys.

I hated the sight of my gym uniform. The locker room stench almost knocked me out. And during gym class I tried my best not to exert myself, so I wouldn't sweat too much, so I wouldn't have to take a shower with eight million other guys.

In junior high we still did things like play baseball. But things started to get rougher and rougher. We did things like wrestling. And gymnastics. To this day I can't climb a pole or a rope. Calisthenics were and are a bore.

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*From Unbecoming Men: A Men's Consciousness-Raising Group Writes on Oppression and Themselves. Reprinted by permission of Times Change Press.

High school was the same old stuff. However, in high school, sports started taking on a new dimension because the most highly prized girls locked to the best athletes: the football and basketball players. I was out of the competition from the beginning, but that didn't make it any the less awful.

There was absolutely no relief from sports in the early part of my life, for it happened not only in school, but also at home. My older brother was a good athlete. He went to ballgames and even tried out for and made some teams. He plastered our room with hateful pictures of the Dodgers at bat. Sports consumed his entire life, and he would get home from school, change his clothes, and run out to play.

My father related to my brother completely in this way. They had a fine sports relationship, and would go off to ballgames together--or talk at the dinner table of the day's ballgames or the latest standings, which they both knew by heart. I was completely left out of this. After a while I grew resentful and wanted no part of it. Yet, every so often my father would try. He would take me out back for a while with a ball, bat, and glove, and try to make a man out of me. Patiently he would throw a ball in my direction and I swung and missed it. After he quickly grew tired of that, he would once again explain to me how to use the fielding glove he stuck on my hand and I would try my hand at catching. I soon grew tired of this--mainly because I missed so often and had to go chasing down the block after the ball. These sessions never lasted very long. Even Sundays were no relief--the television was usually on and blasting a ballgame. I grew to hate the sound of Mel Allen's voice.

Questions (No Student Text)

1. Peter Candell hates baseball. Why?
2. Dancing classes were not a happy experience for Peter either. Why?
3. Sports were also important in his family. How did Peter feel about this?
4. What might have made Peter's life more happy?

What It's Like to Be Me*

Kate Masterton, New York

I learned of discrimination against females early, at age 10, when I wanted to take advantage of my school district's free music-teaching program by learning to play drums. I was informed that drum-playing was a male pastime, certainly not fitting for any little lady! Instead I was given the violin (which I angrily gave up on, two weeks later).

Now 15, I am painfully aware that I am supposedly on this earth to please males, do housework, be popular, have many dates, and finally to have children. Unfortunately, I don't fit that mold. I dress in clothes that are practical and comfortable. I refuse to be flirty or coy, or fake helplessness in order to gain the attention of a male. I refuse to be pretentious or superficial for the sake of "friendship," since I realize that friendship based on superficiality is itself only superficial.

I pity these girls for their pettiness and sharp competitiveness--which is probably not their fault. But I resent the many snide remarks and superior stares which I receive from other females. For some reason it is they who feel threatened by my ideas! Males either laugh at my ideas or take them seriously.

I have always loved horses, and I work after school and on weekends at a stable. I have ridden for five years, and I plan to teach, train, ride, and raise horses professionally. My parents and my boss encourage me.

I plan to go to college to learn basic veterinary skills, animal husbandry, and stable management.

Wendy Kromash, Pennsylvania

I am vice-president of the student council in my junior high school in Pennsylvania. This is a supposedly modern school district that advocates most of the new concepts in education. Although the girls' sports program is insufficient (only a field hockey and a basketball team, compared to three football, two soccer, two basketball, and two baseball teams, a track and a wrestling team for boys), and the shop and home economics classes are still segregated, we are trying.

However, a big blow came when we were discussing, at a council meeting, what to do about refreshments for an upcoming dance. Someone suggested all the girls make cookies. I asked, "What about the boys?" My adviser (both advisers are men) replied, "Yeah, if the boys want to bring in cookies, they can get their mothers to make some." Click!

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Questions

1. Kate Masterton does not fit the model of what a girl is supposed to do. How is she different?

2. Wendy Kromash suggests that boys bring cookies to a dance. What happens?

Baseball Diamonds Are a Girl's Best Friend*

Letty Cottin Pogrebin

If a girl wants to play sports, she has a problem even before she tries out for a team. Boys have to worry about being good enough to play. But girls have to worry about being allowed to prove that they're good enough to play.

Thousands of girls are beginning to fight back. They are challenging old-fashioned ideas—like the belief that girls are too fragile, or the myth that girls are never as good as boys in athletics. Many of these young women have written *Ms.* to share their anger and their plans for action....

While these girls and young women are fighting their private battles, one battle has been fought in public and the whole country has watched its outcome.

The Little League—which puts more than 2 million 8- to 12-year-old boys on baseball fields in 31 countries—has finally agreed to accept girls.

It all began in New Jersey in 1972, when a young ballplayer named Maria Pepe was accepted by the Hoboken Little League team. Maria's teammates had no objections to her, but the men in charge at the national headquarters of Little League refused to let the Hoboken team stay in the league if they kept a girl in their ranks.

The case eventually went to court and the judges decided that it was against the law for Little League to stop any child from joining a team just because she happens to be a girl....

Here are some of the trailblazers—the young players who believe that baseball diamonds are a girl's best friend. When the first female hero is nominated for the Baseball Hall of Fame, she may well be one of these spirited girls who have fought their way out of the bleachers and into the action.

Dawna Ethier, 13. Nashua, New Hampshire: "Last year I got an application to play for the Little League Yankees, but my parents wouldn't sign it. They thought the game was too rough. Then I started playing hockey.

"Finally my mom said it was okay for me to try out if I could talk my dad into it, and I did. I made it through tryouts against a lot of boys. I played the whole season—I guess about 30 games altogether—and my batting average was .450.

"Since I was the only girl in the whole league, some of the pitchers would hit me to make me cry. But I just took my base, no matter how much it hurt.

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"I think that if a girl can beat boys, she should be allowed to try. Maybe you have to go through a hassle, but it's worth it. I don't think any girl should have to pretend to be a boy, though. I got my ears pierced because I want to look like a girl no matter what I do on the field.

"This year I played all-girl basketball and hockey, and I'm also helping mentally retarded kids. When I grow up I want to be a physical education teacher and help girls go out for any sport they like. Any sport at all."

Ellen Vetromile, 12. Ho-ho-kus, New Jersey: "I pitch or I play shortstop for the Eagles, which is a Youth Activities Council team in our town. The boys don't tease me at all, but the fathers of the boys on the opposite team yell at me from the bleachers. They'll say, 'Go on home and help your mother do the dishes,' and stuff like that. They're razzing me because I'm better than their sons, and they can't stand it.

"My parents are real proud of me. My mother comes to most of my games. My brother plays catcher or second base. He's about 15, and he says I'm as good as he was at 12."

Sheila O'Donnell, 14. Schenectady, New York: "Last year they wouldn't let me play on the Babe Ruth League team, so my mom and I decided to try for bigger and better things.

"Mom is really gung ho. She's been on two radio shows talking about girls' sports. We started a summer soccer league for girls and a basketball clinic. Then we made up a group called EGOS, which stands for Encourage Girls' Organized Sports. EGOS is a pressure group, and we sure put pressure on the Guilderland School System, where I live.

"Last year the budget for girls's sports was $1,000. We got them up to $11,000 for 1974-75. We also got them to hire a director of women's intramurals and interscholastic activities and to expand the program in field hockey, track and softball.

"We don't want to get into boys' sports. We just want strong equitable treatment and facilities for girls. All my girlfriends are athletic, too, and we're sick and tired of seeing boys do what we can't.

"Baseball is just one of my interests. I have a 94 average, and I also play the violin."

Felicia Lee, 12. Teaneck, New Jersey: "I was listening to the radio every day waiting for the court decision. When I heard that girls could play, I tried out. I've wanted to play Little League ball since I was seven.

"Girls' softball isn't nearly as much fun. In Little League you play with a hardball; you get to play more games; and they give you uniforms and trophies.

"After I made the team, I read in the New York Times that my manager said he didn't want me on the team. I just laughed.

"In my second game, I hit a 200-foot home run. Now my batting average is about .300.

"I'm the only girl on my team, but the boys treat me just like one of them. Pitchers on opponents' teams sometimes hit me on a pitch. Them hardballs don't tickle. I don't think they're doing it on purpose, but I got ways of finding that out. If they are doing it, I can bat that hardball right back into their faces if I have to.

"Later, I want to be a stewardess. But now I want to play baseball and run track in the Olympics."

Questions (No Student Text)

1. What are some barriers to girls' participation in sports?

   Discuss legal barriers and cultural attitudes.

2. What are the appraisals that people make? Identify appropriate task and inappropriate person appraisals.
3. How does the unfair treatment of girls affect their learning of and participation in sports?
4. What have some people done about this?

CHAPTER 3

APPRAISALS IN TEXTBOOKS

The appraisals we make are often influenced by what we see and hear around us, by TV, the radio, books, magazines, and newspapers. One way to help people make fairer judgments is to make sure that the judgments in the media and in books are fair.

One area where this has been tried is in school textbooks. Since 1965, many textbook publishers have set up guidelines for their writers. These guidelines try to make sure that all individuals are treated fairly in the textbooks you read in school.

Before 1965, many textbooks were not so careful about the kind of appraisals they made. For example, they often showed minority persons in negative, stereotyped ways. Also, they often showed men and women doing only traditionally male and female things.

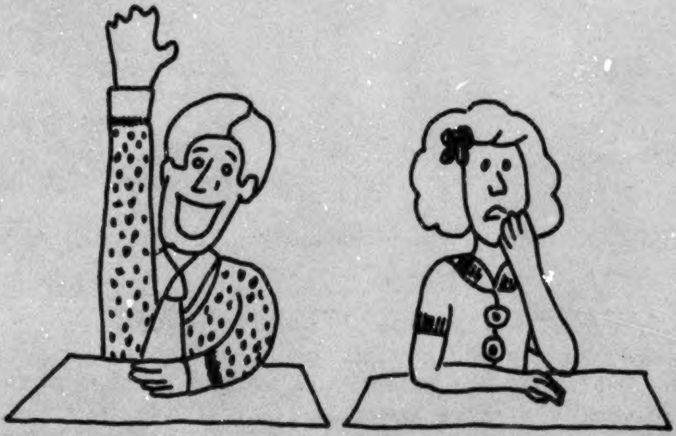
Some textbooks have really changed for the better. They show all kinds of different people doing all kinds of different things. Other textbooks have not gone so far in treating all people fairly. For example, a textbook might show pictures of different racial groups, but also show girls as always doing "girl" things.

The guidelines which follow will help you to "test" a textbook for fairness to all. They come from the guidelines set up by the publishing company of Random House, Inc.

Guidelines for Fairness in Textbooks

1. Characters

All people (both males and females of all racial and ethnic groups) should be shown as full, real, human beings with both strengths and weaknesses. Efforts should be made to avoid showing or describing people in stereotyped ways. For example:



CAN YOU SOLVE PROBLEMS?

The illustration above speaks for itself. The boy is confident in his ability to solve a problem. The girl is passive, confused, unable to answer. Under the new guidelines, both males and females should, at times, be shown to be capable of making decisions and solving problems.

All people also should be shown doing (or wanting to do) many different kinds of things, not just those things that fit their category. For example, a textbook might show pictures of white people in many different occupations. But, it shows Black people only as football and baseball players. Is this a fair appraisal of Blacks?

2. History

History and science books sometimes talk only about the contributions of white people, (especially men) and leave out the contributions made by minority groups and women. An example would be a book on American history which did not talk about the significant contribution made by Blacks and women. It showed Native Americans only in "war paint," fighting with the early white settlers.

3. Art

The pictures in a book make a strong impression on us. In order to be fair, the pictures in a textbook should show individuals in a variety of physical appearances, the way it is in the real world. The pictures should show people from many different racial and ethnic groups.

There should be no bias in the central figure and figures in the background.

4. Language

Sometimes the very language we use is unfair to one group or another. Textbooks should be careful not to use expressions that are "put-downs," like "old maid," "woman driver," etc. They also should avoid using nouns that stereotype activities as either "male" or "female." Here are some examples:

Stereotyped Nouns	Fair Nouns
stewardess	flight attendant
housewife	homemaker
policeman	police officer
chairman	chairperson
salesman	salesperson or representative

Textbooks should also be very careful to present information in a balanced way. For example:

> Mary Brown, a slim and attractive redhead, has been named managing editor at Jones Publishing Company. She replaces John Green, who served in that post for the past three years and is credited with raising company sales twenty percent.

This example focuses on the women's physical appearance (person appraisal) but on the man's accomplishments (task appraisal). A fairer treatment would be to babance the appraisal by either including information about the man's physical appearance or by including facts about the woman's professional accomplishments.

Titles also should be balanced. If a professional title is included for a man, it should be included for a woman. For example: "Governor Hugh Carey and Mrs. Ella Grasso" should be changed to "Governor Ella Grasso and Governor Hugh Carey."

Final Note

Books that were written some time ago will reflect the values of that time, and perhaps not meet the standards of today. The same holds true for folk stories and fairy tales. We can't judge these writings by today's standards. We can look at them, however, to see how far we really have come in trying to treat individuals fairly.

Textbook Samples

In the following section you will find some examples of both fair and biased selections from actual textbooks. Use the "Textbook Checklist" as a guide to help you analyze the materials. Not all sections of the checklist will be useful for all the textbook selections. Be sure to use it just as a guide. After you have finished checking through the materials included here, check through some of your own textbooks.

Questions

Through this exercise students should have achieved the following understanding:

1. They should be aware of the significance of race and sex bias in textbooks. Since textbooks are authoritative conveyors of information, bias in them is made legitimate and acceptable.

2. Textbooks are frequently distributed nationally and children of all racial and ethnic groups read them. Students should be aware of the impact of race bias upon the self-concept of minority children.

3. Students should recognize the influence textbook bias has upon their own attitudes and beliefs.

Suggested Discussion Questions

1. Why is bias in textbooks a significant problem?

2. Many students read these textbooks. A good percentage of these students are minority group members. How do you think these students feel when they see few pictures and very little material that portrays their group? How does inappropriate appraisal make them feel? How do they feel when their group is not seen as contributing significantly to society?

3. What do these selections tell you about men and women? about minority group members?

Teacher's Worksheet for Textbook Checklist

After analyzing their textbooks, students may wish to act on their findings. The following list provides some possible activities.

1. Write letters to publishers to let them know you have found bias in their texts.
2. Rewrite stories or parts of textbooks in a non-biased way or from a minority group perspective. Post the rewrites and/or send them to publishers.
3. Write letters to people or groups to obtain more information regarding bias in textbooks.
4. Talk to your librarian and request non-biased books for the library; read books that are already there.
5. Discuss findings with school officials in charge of purchasing textbooks.
6. Use the checklist to analyze books (or magazines) at home.

Textbook Checklist

	Male	Female
1. Count the number of times characters are shown or described:		
a. being active	____	____
b. being passive	____	____
c. receiving help	____	____
d. independent, making decisions, solving problems	____	____
e. involved in sports	____	____
f. concerned with physical appearance	____	____
2. Count the number of times adults are shown:		
a. playing with children	____	____
b. acting skillfully	____	____
c. acting emotionally	____	____

3. List the occupations you see women in:

List the occupations you see men in:

4. Ask yourself these questions:

   a. Was there any difference in the total number of men and women shown?

   b. Was there any difference in the kinds of things they were doing?

   c. What do the materials you have reviewed tell you about the ways males and females are appraised in our society?

5. Analyze the language used:

   a. List any stereotyped expressions you find. Example: "The best man for the job."

   b. Is there always balance in the use of nouns and titles? List any unbalanced uses you find. Example: The men and girls."

   c. List any stereotyped "occupation words" you find. Example:"Fireman."

6. Count the number of times a member of this group is shown in a picture or described in words:

Afro-American _____
Native American_____
Asian American_____
Mexican American_____
White American_____
Other_____

How many times is a minority group member the "main character" in the story or picture?

List the occupations you see minority groups members in:

7. Ask yourself these questions:

a. Were minority group members shown in a stereotyped way or in a realistic way?

b. Was the minority group member's point of view discussed?

Illustrations pp. 43-45 from the 1960 edition of Building for Health by Byrd, Jones, Landis, and Morgan. Reprinted by permission of Laidlaw Brothers, a division of Doubleday & Co., Inc.

CHOOSE WISELY

WASH
and WRAP
WELL

Student Text 24

44

STORE
IN REFRIGERATOR

COOK WITH
VERY LITTLE WATER

What Are Females Doing? What Are Males Doing?*

These sentences come from textbook exercises. Read each sentence. Is the person male or female? What is the person doing?

1. Mr. Anderson sells houses.
2. His wife is efficient.
3. Mrs. Anderson was a secretary.
4. Their son worked in a synthetic rubber plant last year.

1. An entomologist studies insects through a magnifying glass.
2. A good receptionist speaks courteously.
3. Most switchboard operators are women.
4. All lawyers have passed a difficult state bar examination.

1. a. Our family loses many combs.
   b. Marilyn combs her hair often.
2. a. The judge will award the prize.
   b. Tom was given an award.
3. a. Bob made a good catch.
   b. George will probably catch the most fish.
4. a. A helicopter pilot made the rescue.
   b. The men will rescue the stranded dog.
5. a. That new show made the headlines.
   b. Our class might show our hobbies.

1. Jim and Roger play basketball.
2. The girls tried but failed.
3. Did you pass or fail?
4. Sue baked a cake, and Jane made gingerbread.
5. It may rain, but we will be there.
6. You must start in time, or you will be late.

1. I think Ann is the best-looking girl I ever saw.
2. That jerk has borrowed my bicycle again.
3. John is twelve years old and gets good grades.
4. That spiteful sister of mine is the cause of all my woes.
5. Everyone thinks Mother is a real treasure.

1. The girls (miss, misses) their old friends from school.
2. Mother always (cry, cries) during a sad movie.
3. The color of Sue's dress (match, matches) your sweater.
4. My uncles (play, plays) in a symphony orchestra.
5. My father (mix, mixes) business with pleasure.

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*Textbook passages from the 1971 edition of Advancement with Our Language Today by Cenlin, Fillmer, Lefcourt, and Thompson. Reprinted by permission of American Book Company, Inc.

Appraisals in Comic Books

Comic books have a code to follow, too, but it is not nearly as detailed as that for textbooks. There are no guidelines for men and boys. The only guideline about how girls and women should be shown is:

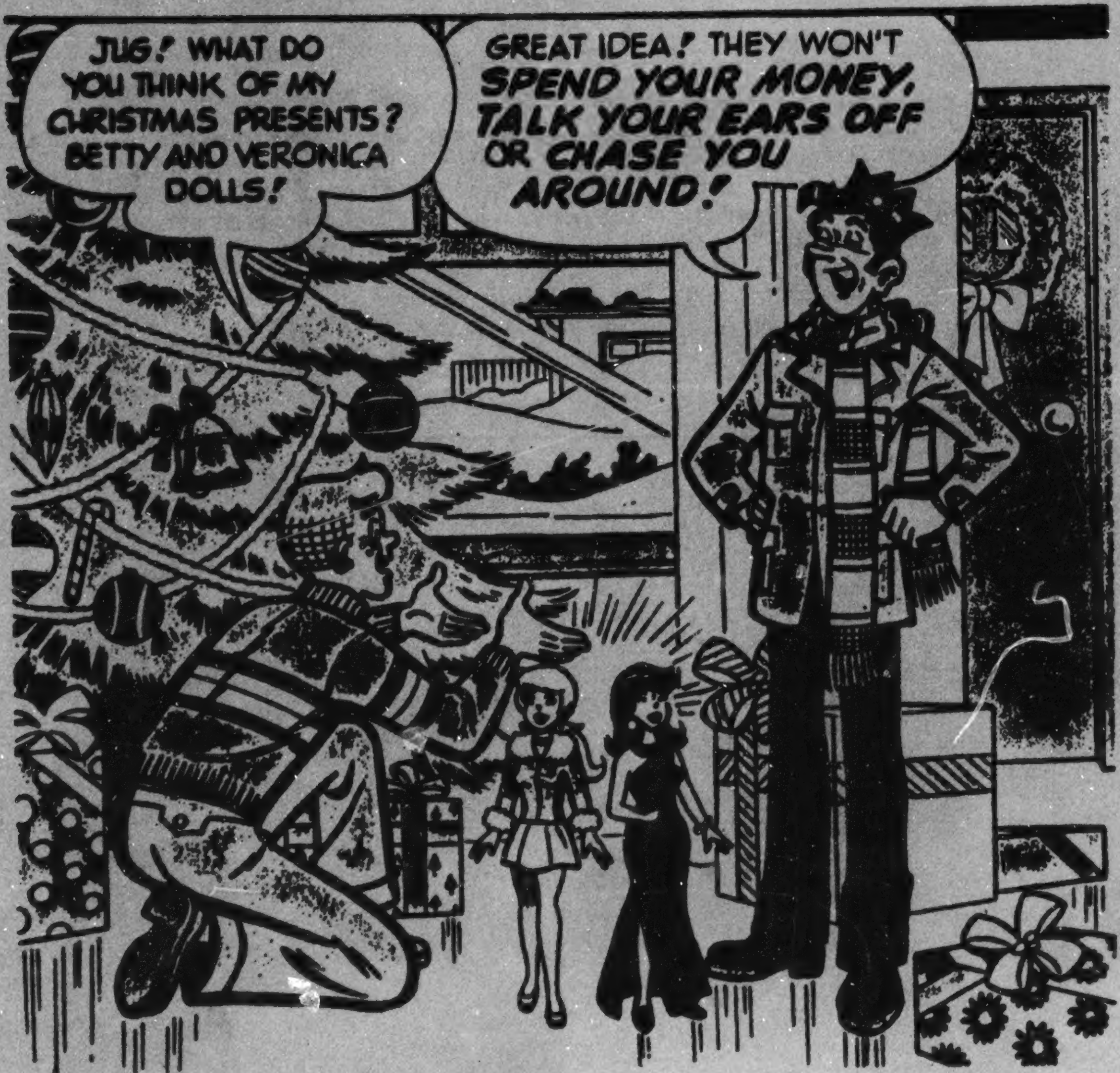
> Females shall be drawn realistically, without undue emphasis on any physical quality.

Some comic books, like some textbooks, are making efforts to present both males and females as capable and smart. But, for the most part, women are shown to be super-gorgeous, silly, vain, or weak, while men are shown as strong, adventuresome, and brave. Of course, comic book characters are not meant to be "real people." But comics are widely read and help to keep many questionable appraisals alive.

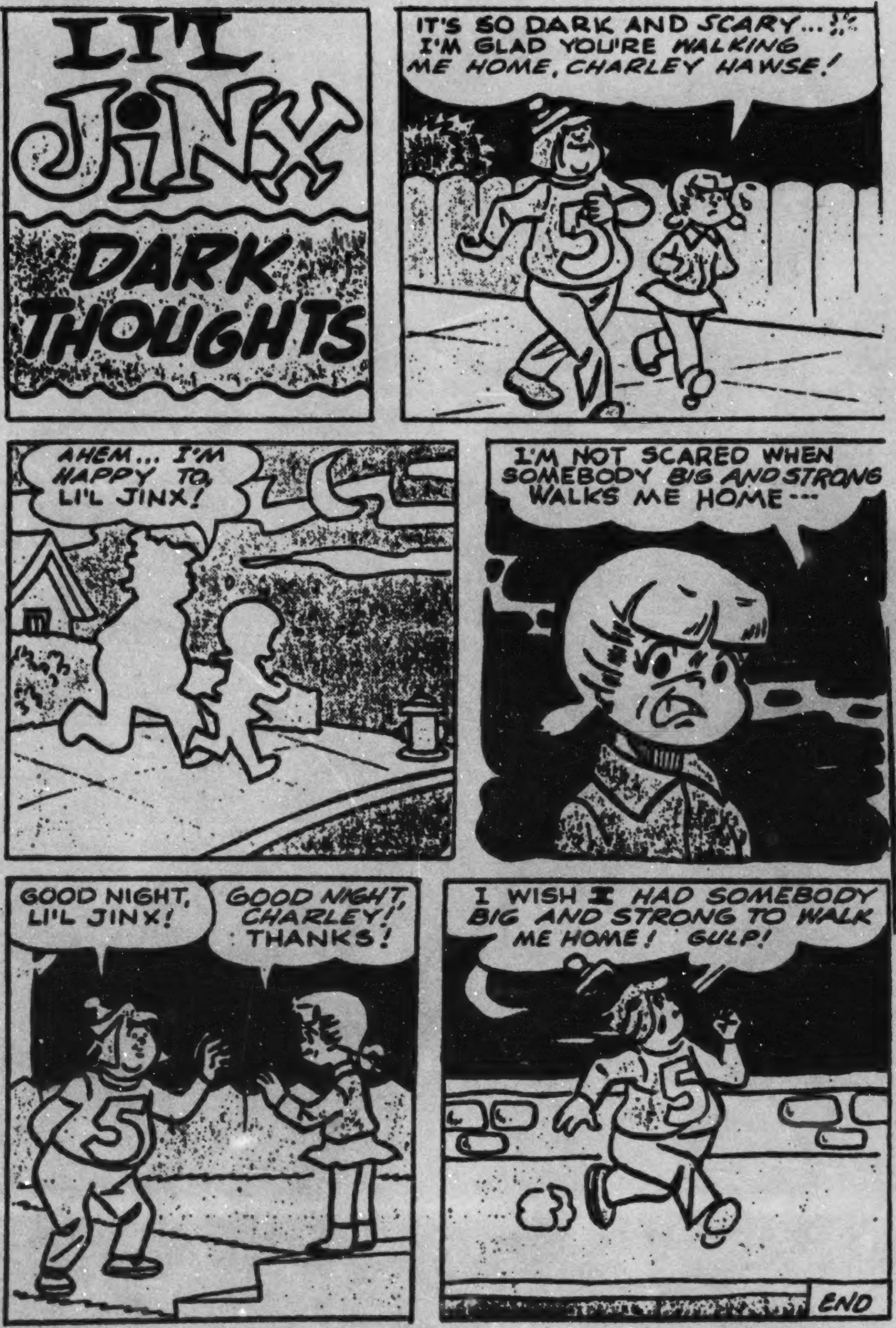
Read through the following selections from popular comic books. What kind of people are the male and female characters? Make a list of what they do.

1. What do females do?

2. What do males do?


JUG! WHAT DO YOU THINK OF MY CHRISTMAS PRESENTS? BETTY AND VERONICA DOLLS!
GREAT IDEA! THEY WON'T SPEND YOUR MONEY, TALK YOUR EARS OFF OR CHASE YOU AROUND!

© 1975 Archie Comic Publications


LI'L JINX
DARK THOUGHTS
IT'S SO DARK AND SCARY... I'M GLAD YOU'RE WALKING ME HOME, CHARLEY HAWSE!
AHEM... I'M HAPPY TO, LI'L JINX!
I'M NOT SCARED WHEN SOMEBODY BIG AND STRONG WALKS ME HOME---
GOOD NIGHT, LI'L JINX!
GOOD NIGHT, CHARLEY! THANKS!
I WISH I HAD SOMEBODY BIG AND STRONG TO WALK ME HOME! GULP!
END

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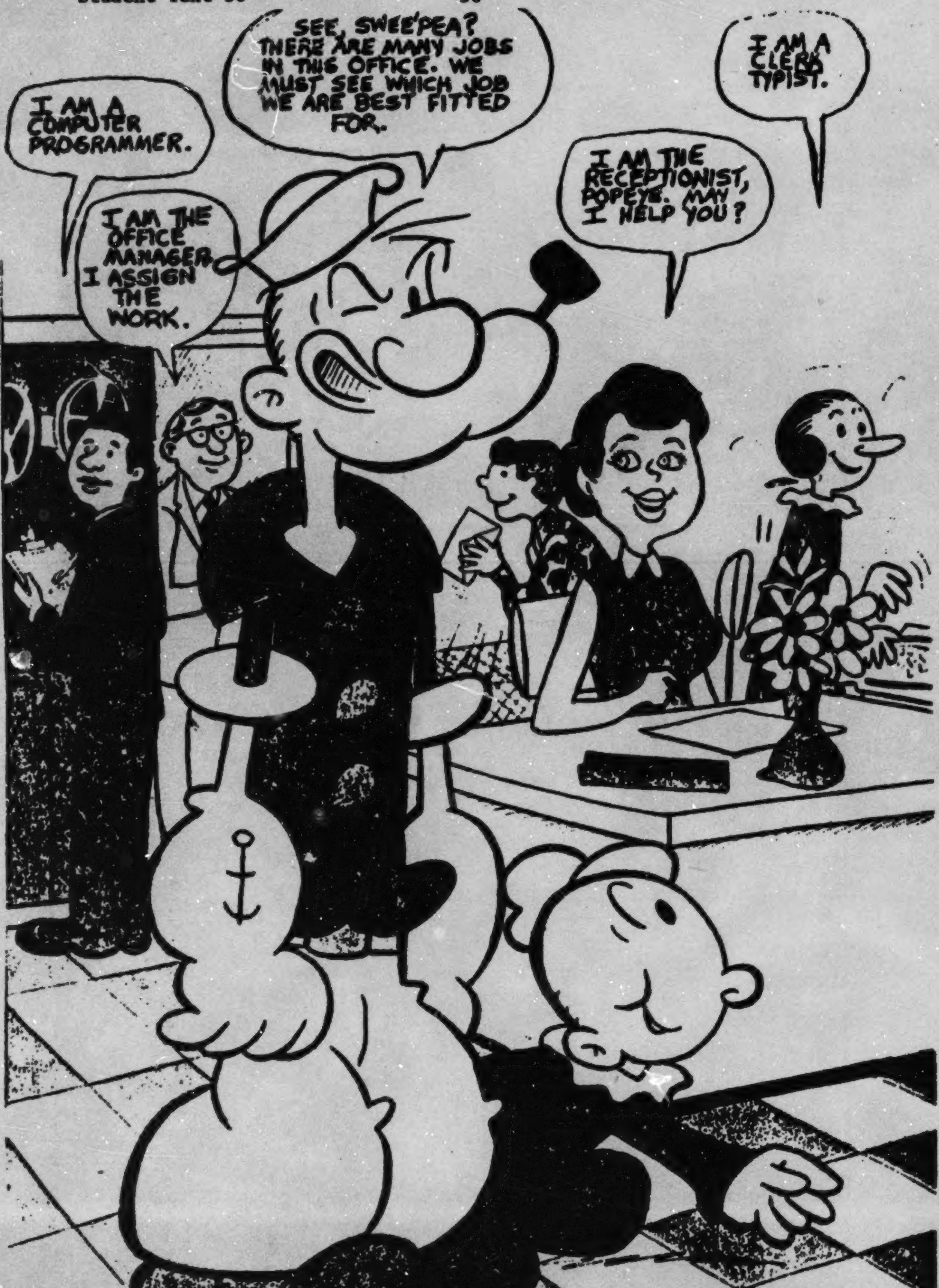
I AM A COMPUTER PROGRAMMER.
SEE, SWEE'PEA? THERE ARE MANY JOBS IN THIS OFFICE. WE MUST SEE WHICH JOB WE ARE BEST FITTED FOR.
I AM A CLERK TYPIST.
I AM THE RECEPTIONIST, POPEYE. MAY I HELP YOU?
I AM THE OFFICE MANAGER. I ASSIGN THE WORK.

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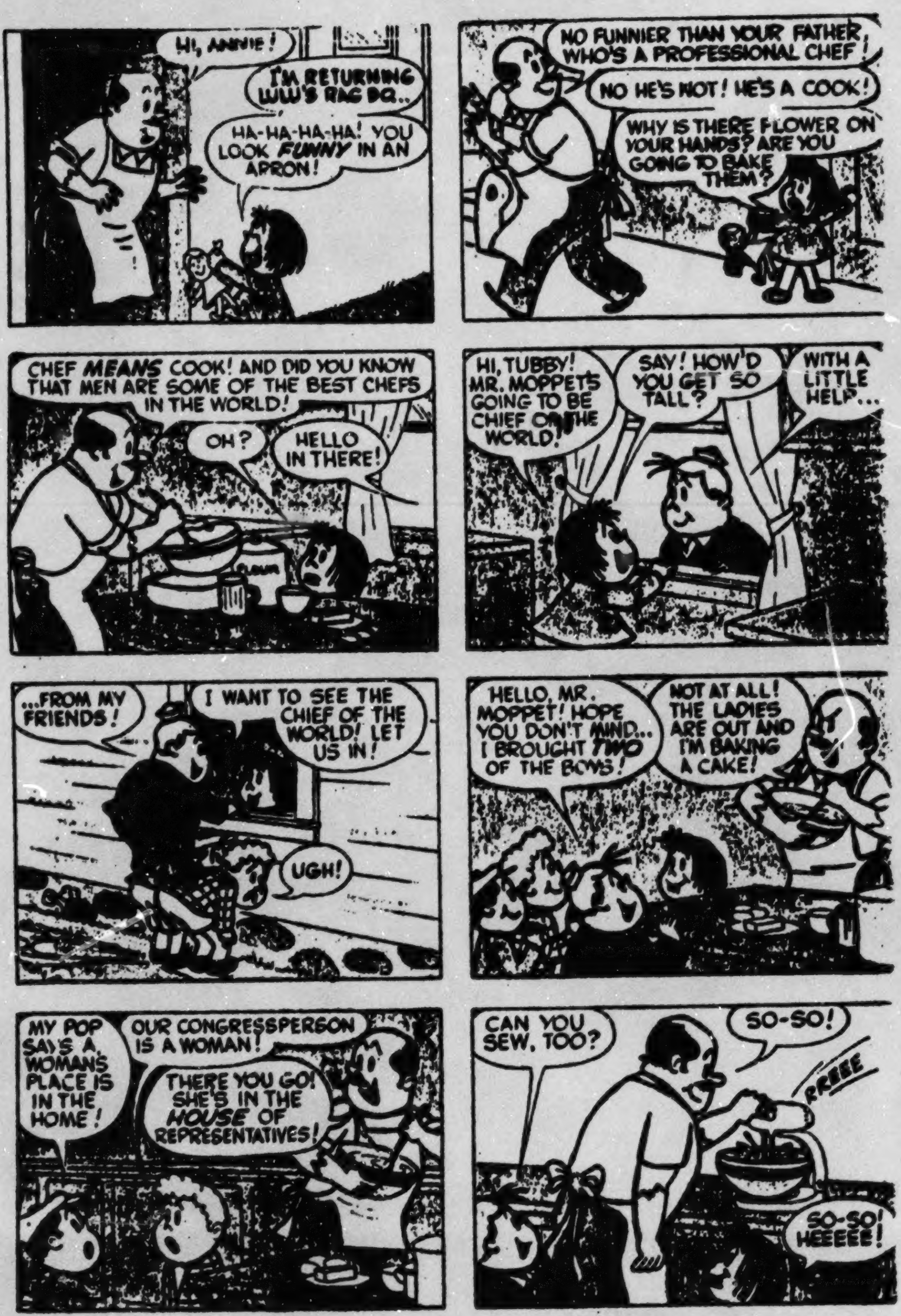
HI, ANNIE!
I'M RETURNING LULU'S RAG DO...
HA-HA-HA-HA! YOU LOOK FUNNY IN AN APRON!
NO FUNNIER THAN YOUR FATHER, WHO'S A PROFESSIONAL CHEF!
NO HE'S NOT! HE'S A COOK!
WHY IS THERE FLOWER ON YOUR HANDS? ARE YOU GOING TO BAKE THEM?
CHEF MEANS COOK! AND DID YOU KNOW THAT MEN ARE SOME OF THE BEST CHEFS IN THE WORLD!
OH?
HELLO IN THERE!
FLOUR
HI, TUBBY! MR. MOPPET'S GOING TO BE CHIEF OF THE WORLD!
SAY! HOW'D YOU GET SO TALL?
WITH A LITTLE HELP...
...FROM MY FRIENDS!
I WANT TO SEE THE CHIEF OF THE WORLD! LET US IN!
UGH!
HELLO, MR. MOPPET! HOPE YOU DON'T MIND... I BROUGHT TWO OF THE BOYS!
NOT AT ALL! THE LADIES ARE OUT AND I'M BAKING A CAKE!
MY POP SAYS A WOMAN'S PLACE IS IN THE HOME!
OUR CONGRESSPERSON IS A WOMAN!
THERE YOU GO! SHE'S IN THE HOUSE OF REPRESENTATIVES!
CAN YOU SEW, TOO?
SO-SO!
RREEE
SO-SO! HEEEEE!

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CHAPTER 4

JOBS ARE FOR QUALIFIED PEOPLE

For a long time people thought that some jobs should only be done by men. They also thought that other jobs should only be done by women. For example, men should be truck drivers and women should keep house. What do you think? Is it important that these jobs be done by a male or female? Or is it more important that they be done by persons who can do them best? Let us see if we can answer this question. We also will see what some people have to say about this in "Stories about People and Their Jobs."

Teacher's Worksheet for

Occupational Requirements and Occupational Checklist*

The following two exercises introduce and provide practice in identifying job related sex role stereotypes. They also provide students with practice in shifting from person to task appraisals in situations in which task is most relevant.

A. Occupational Requirements

Have each student individually fill out the "Occupational Requirements" sheet. You may want to read each job description aloud with them and then let them each silently write their own responses (if you feel the descriptions are difficult). When they have finished, have them share their responses with one another by "polling" their answers through a show of hands.

Following this procedure, take the students through these descriptions again as a group, but supply them with the following information concerning the specific job which is actually being described. (Instead of reporting the actual percentages, you may wish to use a simple visual aid, such as a pie graph.)

Answers to the Occupational Requirements Exercise

#1 describes a LIBRARIAN

Although nothing in the job requirements themselves makes this occupation more suited to one sex than the other, we find that:

- approximately 85% of librarians are females.

#2 describes a DANCER

Although these requirements include traits which we probably often stereotype as "masculine", we are actually talking about a profession which is:

- 90% female, in the U.S.A.

#3 describes a FOREST RANGER

Although nothing in the job requirements themselves makes this occupation more suited to one sex than the other, this is a job which we usually think of as a man's job.

- .1% female, in the U.S.A.

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*Statistics for these exercises were obtained from Joyce Slayton Mitchell, I Can Be Anything: Careers and Colleges for Young Women. New York: College Entrance Examination Board, 1975.

#4 describes an ARCHITECT

Although nothing in the job requirements themselves makes this occupation more suited to one sex than the other, we find that:

- only 5% of licensed architects in the U.S.A. are females.

#5 describes a NURSE

Although the job requirements make this occupation sound suitable for any responsible adult, we find that:

- only 1% of nurses in the U.S.A. are males; 99% females.

NOTE: As you go through this information, you might want to discuss the ways in which our appraisal system and stereotypes have led to the unequal representation of males and females in these various occupations.

B. Occupational Checklist

Part 1

Have each student individually fill out the "Occupational Checklist." When they have finished, have them share their responses with one another by indicating (e.g., raising their hands) how many felt each particular occupation was associated with males, females, or both. As you are taking this poll you may want to create three master sheets (e.g., on the blackboard or on a large poster in front of the room), including a separate list of "male occupations," "female occupations," and occupations equally associated with both sexes.

Part 2

Divide the students into small groups (or have them work individually if this is a homework assignment). Have them go back to the list of occupations and write task-based want ads for five or six of the jobs. Then have them (either individually or as a group) compare the skills which they have identified in their ads with the male/female checklist. They should become aware that many jobs are stereotyped as either male or female, although their task requirements could be performed equally well by both sexes.

Occupational Requirements

Below is a list of job advertisements. Each describes the kind of skills that you need in order to do a certain job well. Read each one carefully. Then, in the space next to each job description, write an (F) if you think that females would be much better at doing this job; write an (M) if you think that males would be much better at doing this job. If you think that both males and females could do the job, write a (B).

1. _____ WANTED: Someone who knows a lot about books. You need to know what the books are about and how to use them to find information. You also have to keep up to date on new books which are written about many different topics.

2. _____ WANTED: We need someone who is very strong and healthy and physically coordinated. You need to be willing to do a lot of physical exercise and you have to practice very hard for long periods of time.

3. _____ WANTED: We are looking for someone who is very interested in plants and animals. You need to have a good understanding of nature. You must be a careful observer so that you can keep good records of the plants and animals around you.

4. _____ WANTED: We want someone who has artistic skills and who knows how much different materials cost. You need to be a good listener so you will understand exactly what your clients want you to do for them. You also should know the kinds of surroundings that people like to be in when they work or play.

5. _____ WANTED: We need someone who is very responsible. You must be a good reader and read carefully. You will need to know about different medicines and know how to prevent getting sick or injured.

Occupational Checklist

1. Here is a list of occupations. Read it carefully. Put (F) in front of the jobs that are usually held by females, (M) in front of the jobs that are usually held by males, and (B) in front of the jobs that are usually held by both males and females:

_____ Dairy Farmer

_____ Bookkeeper

_____ Game Warden

_____ Sales Clerk

_____ Nurse

_____ TV Station Manager

_____ Piano Teacher

_____ Hotel Manager

_____ Dressmaker

_____ Receptionist

_____ School Teacher

_____ Horse Trainer

_____ Antique Dealer

_____ Florist

_____ Secretary

_____ Beautician

_____ Cashier

_____ Photographer

_____ Auto Mechanic

_____ Dentist

_____ Cafeteria Cook

2. Go back to the list above and write task-based want ads for five or six of the occupations. Be sure to identify the skills and training you think are necessary to perform this job.

   Compare the skills you have identified in your want ads with the male/female checklist. Could jobs which are usually performed by men also be done by women? Could those done by women also be performed by men?

Teacher's Worksheet for People in My Community

This exercise provides practice in identifying sex-role stereotypes associated with occupations. It also provides practice in distinguishing between person and task appraisals. This activity will be most meaningful if preceded by the "Occupational Checklist" and "Occupational Requirements" exercises.

After each student has completed the exercise, "People in My Community," have them share their responses with one another. Take a "poll" of the number of students who respond "male" or "female" for each question.

As you poll the students' responses on each question, remind them of the job requirements for each of the occupations (many of these are mentioned in other exercises, e.g., "Occupational Requirements"). Emphasize the way in which inappropriate bases of appraisal have led to an imbalance of males and females in jobs which either gender could actually perform very well. You also might want to give them information about the following statistics (figures taken from the 1970 census):

1. 93% of doctors in the U.S.A. are males; 7% females
2. 85% of all librarians in the U.S.A. are females; 15% males (half of all librarians are in public schools)
3. 98% of all automobile mechanics are men; 2% are females
4. 99% of the nurses in the U.S.A. are females; 1% males
5. 85% elementary school teachers in the U.S.A. are females; only 15% are males
6. 98% of dentists in the U.S.A. are male; only 2% are female
7. 94% of all taxi drivers in the U.S.A. are male; 6% are female
8. 94% of all telephone operators in the U.S.A. are female; 6% male
9. 98½% of police officers in the U.S.A. were male in 1972; only 1½% female
10. 98% of garbage collectors are male; 2% are female
11. 65% of all sales clerks in the U.S.A. are female; 35% are male
12. 73% of the principals of elementary and secondary schools are men; 27% are women

People in My Community

In our class discussions and exercises we have found that there are many jobs which people think only males can perform. There are also jobs which people think only females can perform.

A. Look around you. Look at your neighborhood and people you have met. Are there certain jobs which are always held by males? Are there certain jobs which are always held by females? Read the list of jobs below and circle either Male or Female according to what you see around you.

1. My doctor is: Male Female
2. Our school librarian is: Male Female
3. The auto mechanic who fixes my family's car is: Male Female
4. Nurses in my community are: Male Female
5. My teacher is: Male Female
6. My dentist is: Male Female
7. The taxi cab drivers in my community are: Male Female
8. The telephone operators are: Male Female
9. The police in my community are: Male Female
10. The garbage collectors are: Male Female
11. The sales clerks in our stores are: Male Female
12. The principal in our school is: Male Female

B. Now look back over your list. Think about the kinds of skills which are necessary for each job. For each job for which you circled "female," underline "male" if you think males also could perform the skills. For each job for which you circled "male," underline "female" if you think females also could perform the skills.

C. Look back over your list one more time. Of the 12 jobs above, how many did you feel that only males could perform? _________ How many did you feel that only females could perform? ________

Teacher's Worksheet for The TV World and My World

This exercise provides practice in recognizing sex-role stereotypes on TV. In particular, it focuses on the difference between career opportunities modeled on TV and career opportunities offered in the real world.

A. Ask students to watch one of their favorite TV programs. Have them answer the following questions in order to compare the TV world to their own.

Questions	In the TV Program	In My Family
1. Who are the main people?		
2. What do women do? What jobs do they have?		
3. What do men do? What jobs do they have?		
4. What do girls do?		
5. What do boys do?		

B. Make a list of the jobs or occupations that the students in the class are interested in. Is this list most like the list of "TV Jobs" or "Parents' Jobs"?

C. Discuss the ways in which the TV world is similar to or different from the students' world. What kinds of things do they do that are not shown on TV? Would their life make a good TV program? Why or why not?

The TV World and My World

Watch one of your favorite TV programs. Then answer the following questions in order to compare the TV world to your own. Think about what men and women do on TV and what your father, mother, brothers, and sisters do. Are the people on TV and the people you know the same?

Questions	In the TV Program	In My Family
1. Who are the main people?		
2. What do women do? What jobs do they have?		
3. What do men do? What jobs do they have?		
4. What do girls do?		
5. What do boys do?		

Stories About People and Their Jobs

In these stories people get jobs that they are qualified for. These jobs used to be closed to them because they were female or male. This is now against the law. Jobs have to be filled with the most qualified people. In this section you will find stories about a woman blacksmith, a woman mechanic, and a male kindergarten teacher. At first it is not easy for them. People think that they will not do very well. What are their judgments based on? Do these people change their minds later on? Let us see what happens in some of these cases.

Peggy Ostby Is a Mechanic*

When Peggy Ostby was 14, she was told by a professional psychic that she would "grow up to hold a man's job."

"That prediction didn't come back to me until after I had completed my Navy 'A' schooling and was on my way to my new job...as a mechanic," she reflected.

Peggy is one of two women in the Navy working in the SeaBee construction mechanic rating. Stationed at North Island Naval Air Station's Public Works Garage, she and 28 other mechanics work on every thing from one-cylinder lawn mower engines to 85-ton crash cranes. "I'm a general all-around grease monkey. When I was growing up, I'd be under the hood of our family car every time my father worked on it, asking 'what's this, what's that?'"

After high school Peggy worked as a goldplater for an electronics firm. She had just been laid off when she spotted an Armed Forces Day display at a shopping center in her hometown of Los Angeles.

Sitting down with a recruiter, she announced that she would enlist if she could go to mechanics school.

"The recruiter smiled and said, 'You're crazy--that's hard work and a woman just wouldn't make it.' I kept insisting that it was all I was interested in, so finally I got a chance to take an aptitude test. I don't mind dirt and grease. It washes off.

"A lot of the guys thought I'd be a skate--make them do all the hard work, but now they know different," she said. "I guess it was a normal reaction, though, since I was the first woman ever to work here.

"Lifting and heavy work isn't all that hard. These days there's a tool for every job, especially the heavy work."

Peggy also enjoys painting with oils and acrylics.

She plans to learn everything she can about mechanics while in the Navy. It's something she plans to stick with after her enlistment is up because she enjoys her work.

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*Reprinted by permission from American Girl magazine, a magazine for all girls, published by Girl Scouts of the U.S.A.

Questions

1. Peggy tells the Army recruiter that she wants to enlist only if she can go to the mechanics school. How does the recruiter react?

   (He smiles. He does not think that women can make it.)

2. What did the guys think of Peggy at first?

   (They thought that they would have to do all the hard work for her.)

3. Why is lifting and hard work not that important today?

   (We have many tools to do it.)

4. Change the person appraisals to task appraisals. How does this change the interaction?

The Village Blacksmith Is a Woman*

Maureen Q. Nichols

When people read the ad "Horseshoeing by Toni Hanna," they think that "Toni" is misspelled. It's no mistake though—tiny Antoinette Hanna is a blacksmith, the first girl to graduate from Cornell University's Farrier School. The vivacious brunette, who was a Girl Scout in Fairfax County, Va. for five years, was one of six students chosen from over 1,000 applicants.

Cornell's program involved four months of intense training. Toni, who is five feet tall and weighs 95 pounds, stood on her feet for nine hours a day, hammering. "The forge would blow 2,000 degrees at you and your face would be black with soot," she recalled.

It was all worth it though, Toni feels, because she gained a lot of valuable experience. "Since Cornell is a veterinary college, we would go to radiology and study the x-rays of diseased horses," Toni explained. "Some of the world's best vets were there and we got the advantage of their knowledge. We looked at the horse's foot from a specialist's point of view. We were like orthopedic surgeons," she laughed.

Horseshoeing has become very scientific. Much of it involves corrective shoeing. "In the old days," said Toni, "a blacksmith would put a horse's hoof on a stump, trim it with a chisel and nail a shoe onto it. Today, a farrier watches a horse travel and observes how his hind foot reaches his front foot. He then measures the angle of the hoof, the slope of the shoulder, and the length of the toe, before shoeing."

After graduation, Toni was eager to start her own business. She needed tools though, so she advertised in the local paper. A junk dealer called and said he had some old blacksmith tools that he'd sell her. Toni rushed over. While there, she saw a 125-pound anvil. Since anvils usually cost about a dollar a pound, Toni was thrilled when the man agreed to sell it for thirty dollars. "I picked up the anvil and marched to the car, which was quite a way down the road," recalled Toni. When she returned and gave the man thirty dollars, he handed her back ten dollars and said, "For any girl who can carry an anvil down that road, it's on the house."

Toni and her constant companion, "Good Dog," travel all over Oneida County in a pickup truck with a forge in the back. This upstate New York area has many stables, but most of Toni's customers are people who own horses for the sheer pleasure of it. "I could make $1,000 a week if I just wanted to shoe at stables," said Toni, "but I prefer quality not quantity."

Toni thinks that being a girl has both advantages and disadvantages in her work. For example, the first horse she ever shod was a huge, unruly Clydesdale. Her male classmates snickered as Toni approached the massive animal. "I grasped the huge foot that weighed more than I did," she explained. "Suddenly, in one graceful movement, the horse lifted me forward and threw me into the side of a truck." Both her pride and the side of the truck were dented, but Toni was determined not to give up. With a toss of her pigtails, she dusted herself off and finished shoeing the horse.

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Some people feel that a girl handles high-strung animals better than a man. "That's up to the individual," said Toni. "You can't just go barging into an animal's stall with your tools. You have to give the animal credit for having some sensitivity."

Toni recalled a time at Cornell when a fellow was trying to shoe a huge Tennessee Walker. The horse was fighting and thrashing around. He had broken his lead several times. Finally, the student decided to tranquilize the horse. When he left to get the vet, Toni approached the animal. "The first thing I did was untie him," she said. "Then I began stroking him and talking softly into his ear. "When the men returned," she laughed, "I had two shoes on!"

"Horseshoeing takes stamina," emphasized Toni, "but the rewards are great. I go to sleep each night with a sense of personal accomplishment. I know that I've done some good, honest work."

Questions (No Student Text)

1. Toni buys an anvil from a junk dealer. She carries the anvil to her car. Why does the dealer return $10 to Toni? Is his judgment a task appraisal or a person appraisal?

   (He returns the $10 because Toni is a female and she has just carried the 125-pound anvil. His appraisal is person-based. He would not have paid a 95-pound man $10 for the same act.)

2. What happened when Toni shod her first horse?

   (Her classmates laughed. The horse kicked her, but she picked herself up and shod the horse anyhow.)

3. How does Toni feel about her job?

   (It takes stamina but she feels a sense of personal accomplishment.)

4. Change the person appraisals to task appraisals. How does this change the situation?

This Man Loves Kindergarten!*

In New Brunswick, New Jersey, a man named Richard Pappa teaches kindergarten. When he first started his job, he told his friends that he taught fifth grade. He knew that most people would find it strange for a man to be teaching kindergarten. Now, after five months on the job, he tells them the truth. It still surprises some people, even though there are over one hundred male kindergarten teachers in New York, New Jersey, and Connecticut.

Before teaching kindergarten, Pappa had taught fifth grade for several years. He became interested in teaching small children after working in a summer preschool program. Pappa says, "The way I look at it is that it takes a man and a woman to make a baby. So why shouldn't it take both to teach a small child?"

So far, the children and parents like Pappa as much as he likes them.

"None of my friends have men teachers," said five-year-old John Freer, who is in Pappa's class, "but I like them. No, I don't know why, I just like them. I like going to school and bringing home stuff for my mother and I can even tie my own shoes."

Colleen Pattee and her friends were surprised to find that Colleen had a male teacher. I didn't even know I had a boy teacher," she said, "but he lets us do nice things and tells us stories so it's pretty good."

Colleen's mother, Jean Pattee, is pleased with her daughter's teacher. Her one complaint was that for the first two weeks of school, Colleen wanted to grow a mustache just like her teacher.

"But that's over now," Mrs. Pattee said. "I know it's unusual to have a man teacher in the kindergarten, but Pappa is very natural with the children. Of course, his room isn't as neat as some of the other teachers', but that doesn't bother the kids. And all I care about is that he's a good teacher and Colleen is very happy there."

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Questions

1. Why did Richard Pappa tell his friends that he is teaching fifth grade when he is actually teaching kindergarten?

   (He thinks that his friends will think of him as strange.)

2. How do the children react to a male kindergarten teacher?

   (They like him.)

3. How do the parents react to the male kindergarten teacher?

   (They are pleased. All they care about is that he is a good teacher.)

4. Change the person appraisals to task appraisals. How does this change the situation?

My Mom the Cop*

Gail E. Johnson

My mother's name is Jeanette Gloria Laine. She is a policewoman—and has been for three years. It's exciting to have a mom who works at this kind of job. She can't tell us everything that happens, but she can tell us about some things—like the time she investigated a case where some real little kids found drugs while they were playing, and one of them got awfully sick and had to go to the hospital.

Mother works in the Juvenile and Detective Bureau of the Police Department. Her squad number is 127. There are four policewomen in Duluth and none of them carry revolvers or wear uniforms. According to Mom, the theory is that regular clothes don't scare people as much as a uniform. But Mom does carry tear gas. And handcuffs.

Being a policewoman is not something that my mother decided to do recently. When she got out of high school, she went to work as a secretary for the police department. Later, she was promoted to the Parking Violations Bureau. That's where people pay parking ticket fines. Then she worked as a property clerk, taking care of stolen and recovered things.

Mom had been working in the police department for five years when she saw a notice on the civil service bulletin board that caught her eye. There was an opening for a policewoman. Two years of college or equal experience were needed to qualify. Mom's five years of police work counted as necessary experience. She took the test and passed.

As a new police officer, she had to take eight weeks of rookie training. After that, she was sworn in as an officer and took the police oath.

Being a rookie policewoman isn't easy. There's so much to learn. Mom had to learn lots about the laws. She had to visit the Minnesota State Prison. And study first aid. She had to learn to use the dictaphone and talk with the Bureau of Criminal Apprehension in St. Paul. And she had to learn how to identify different drugs. How to make arrests.

Policewomen usually work in patrols of two. Mom drives a blue car and even though it has a spotlight, police radio, and siren, it doesn't look like a police car.

On patrol, Mom looks for people who need help—for runaways, wanted people, stolen cars, break-ins, or anything that looks strange and unusual.

At her desk, she writes reports about each case she handles.

In addition to her work as a policewoman, Mom (like most policewomen) puts in a lot of extra hours giving talks to school groups, PTA meetings, and things like that about personal defense, shoplifting, and other subjects.

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* Reprinted by permission of Gail E. Johnson from American Girl magazine, a magazine for all girls, published by Girl Scouts of the U.S.A.

I guess that's why I'm so proud of Mom--I know that she's doing everything she can to make our city safe.

Here in Duluth, policewomen make slightly less than policemen, but policewomen get a clothing allowance since they don't wear uniforms. Mom thinks the salary is good; she earns about twice as much as she would at another job. But there are good reasons for this. One reason is that police work is dangerous. Another is that she not only works 40 hours a week but she is on "24-Hour Call," which means she can work from 9 a.m. until 5 p.m. one day and be told to come in the next day to work from 5 p.m. to 1 a.m. She also has to take Saturday calls, too, if the need arises.

Questions (No Student Text)

1. What does this girl think about her mother being a policewoman?

   (She thinks it is exciting to have such a mother. She describes in great detail what her mother does.)

2. How did her mother get the job?

   (On the basis of her qualifications.)

3. Are there any person appraisals in the girl's story?

   (Only one: she is proud of her mother. Otherwise the entire account focuses on what the mother does.)

CHAPTER 5

WOMEN AND WORK

What is it like for women who have jobs? What kinds of jobs do they have? What are their salaries? Do women really need to work outside the home? These are some of the questions we will discuss in this section. For a long time people thought that women should only work in the home. But look around you. See what your mother does. See what the mothers of your friends do. Do all of them work only in the home? Let us see what you think about these questions. Let us find out what the actual situation is for women and work.

Teacher's Worksheet for

Women at Work: Yesterday and Today

(No Student Text)

This section contains a summary of recent statistics of women in the labor force. These facts can be presented to the class in a number of ways. In Unit Two we provided a "Predict the Fact" game and a true-false exercise as possible formats for the discussion of the education and employment of minority groups. If you have enjoyed either of these formats, you can adapt these facts accordingly.

A possible format for the treatment of these facts is provided in the "Myth and Reality" exercise of this chapter. Students are asked to agree or disagree with a popular belief about women and work. They are then given facts which discount or support the myth. Discussions can point out that the beliefs are stereotypes about women and are based on gender rather than actual performance or facts.

Teacher's Worksheet for Women in the Labor Force

1. Do you know how many women in the United States work?

   a. More than nine out of ten women will work at some time in their lives. (U.S. Department of Labor, 1974)

   b. More than 35 million women work, making up nearly half of the labor force. (U.S. Department of Labor, 1974)

   c. The percentage of all workers who were male and female in 1920 as compared to 1974 were:

	1920	1974
Women	20%	39%
Men	80%	61%

(U.S. Department of Labor, 1975)

(Note: The comprehensive collection of statistics on women workers in the United States did not begin until 1968. Earlier statistics excluded many women workers, such as women who supported themselves through piecework done at home, a common practice in the early part of this century. Early figures are not complete or reliable.)

2. What is the working woman like?

   a. It used to be that women were much more likely to be found in the labor force before and after the child-raising years. Now women are nearly equally likely to work through all periods of their adult lives. (U.S. Department of Labor, 1975)

   b. Seven out of ten of the women who head families by themselves work. (U.S. Department of Labor, 1975)

   c. Married women with husbands living with them made up these percentages of all working women:

1940	30%
1960	54%
1974	58%

   d. The number of women in the labor force who were widowed, divorced, or separated rose from 2.9 million in 1940 to 6.7 million in 1974. (U.S. Department of Labor, 1975)

   e. The number of working mothers with children under 18 years of age has increased nine times since 1940. (U.S. Department of Labor, 1975)

   f. The more education a woman has, the more likely it will be that she will seek a paid job.

3. What kind of jobs do women have?

   a. About 35% of all working women have jobs in offices as secretaries, typists, file clerks, etc.

   b. More than 21% are service workers; this includes maids, housekeepers, waitresses, telephone operators, cooks, etc.

   c. About 15% are professional and technical workers. This includes many teachers and health workers such as nurses.

   d. About 13% work in factories.

4. Why do women work?

   a. Most women work because of economic need.

5. How much do women earn?

   a. In 1974 women employed full-time year round had an average income of $6,488, which was 57% of the $11,468 received by full-time year round male workers. The situation has worsened. In 1956 women's earnings were 63% that of men's. (U.S. Department of Labor, 1975)

6. Has unemployment affected both men and women equally?

   a. No. In 1947 the percent of unemployed workers as compared to 1974 was:

	1947	1974
Women	3.7%	6.7%
Men	4.0%	4.8%

   (U.S. Department of Labor, 1975)

   b. Even among persons of the same age and level of education, a greater percentage of women than men tend to be without jobs. (U.S. Department of Labor, 1975)

   c. The percent of female heads of household who were out of work was 6.7%, compared to 2.7% for husbands in husband-wife families. (U.S. Department of Labor, 1975)

7. How has education affected women in work?

Even a college degree may not ensure a woman a decent living. In 1970 a woman with a college degree earned $600 more than a man who had only completed 8th grade. In 1973 the woman with the degree earned $350 less than the man with an 8th grade education.

Teacher's Worksheet for Myth and Reality*

This exercise is designed to help students identify some of their misconceptions about women and work, and to provide some factual information about this topic.

Procedure

1. Have students complete the "Opinionnaire" according to the directions provided.
2. List the numbers one through fifteen on the board.
3. Take a hand count of how many students agreed and how many students disagreed with the "Opinionnaire" statements, and write these figures next to the appropriate numbers on the board.
4. Read the "reality" statements for each item out loud to the class. Check the list on the board to see how widespread the "myths" are.

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*Adapted from "The Myth and the Reality," U.S. Department of Labor, Employment Standards Administration, Women's Bureau. Washington, D.C.: U.S. Government Printing Office, May 1974.

Opinionnaire

Directions: Read each item. Show whether you agree with the statement by checking the correct column.

Agree	Disagree	
____	____	1. A woman's place is in the home.
____	____	2. Women are not serious about work. They work only for extra "pin money."
____	____	3. Women are absent from work more than men because of illness. Therefore, they cost the company more.
____	____	4. Women don't work as many years as men. Therefore, their training is costly and wasted.
____	____	5. When women work, they deprive men of job opportunities. Therefore, women should quit those jobs they now hold.
____	____	6. Women should stick to "women's jobs" and should not compete for "men's jobs."
____	____	7. Women don't want responsibility on the job.
____	____	8. Children of working mothers are more likely to become juvenile delinquents than children of mothers who stay at home.
____	____	9. Men don't like to work for women bosses.
____	____	10. Housewives are the happiest women.
____	____	11. Education is wasted on women.
____	____	12. Women get married, then quit work.
____	____	13. Women get worse jobs than men because they have less education and experience.
____	____	14. New laws made the opportunities in the job market very fair to women.
____	____	15. Unemployment rates for women (now and in the past) have pretty much equalled those for men.

Answers

The Myth	The Reality
1. A woman's place is in the home.	1. Today half of all women between 18 and 64 years of age are in the labor force. Nine out of ten girls will work outside the home at sometime in their lives.
2. Women aren't serious about work. They work only for "pin money."	2. Of the 31 million women working in 1970, nearly half were working because they really needed the money. They were either single, divorced, or separated, or they had husbands whose incomes were too low to support the family.
3. Women are out sick more often than men, costing the company more.	3. A recent Public Health Service study shows little difference in the absentee rate due to illness or injury.
4. Women don't work as long as men. Their training is costly and wasted.	4. While it is true that some women leave work for marriage and children, the majority of them return when the children are in school. In spite of this time taken off for the family, the average woman worker works 25 years (compared to 43 years for the average male worker). The single woman averages 45 years of work.
5. Women take jobs away from men. In fact, they ought to quit those jobs they now hold.	5. If all the women stayed home and the unemployed men were placed in the jobs held by women, there would be 29.3 million unfilled jobs. Moreover, most unemployed men don't have the education or skills to qualify for the jobs held by women, such as secretaries, teachers, and nurses. Most importantly, the majority of women in the labor force support themselves and their families.
6. Women should stick to "women's jobs" and shouldn't compete for "men's jobs."	6. As we know, "jobs are for qualified people." Tradition rather than type of job has led to labeling certain jobs as "women's" and others as "men's."

7.	Women don't want responsibility on the job.	7.	When offered positions of responsibility, women have done very well. In 1970, well over 4 million women held jobs which required responsibility and management skills.
8.	The children of working mothers are more often juvenile delinquents.	8.	Studies show that whether or not a mother is employed is not a factor in juvenile delinquency. It is the quality of the care, not the amount of time spent in the home, which is most important in bringing up children.
9.	Men don't like to work for women bosses.	9.	Most men who complain about women bosses have never worked for a woman.
10.	Housewives are the happiest women.	10.	Wives are sixty times more likely to become depressed than single women.
11.	Education is wasted on women.	11.	Nine out of 10 young women will spend 25 or more years working. The more education a woman has, the more likely she is to work.
12.	Women get married and quit work.	12.	Sixty percent of working women are married, and one-third of all mothers work.
13.	Women get worse pay and jobs than men because they have less education and experience.	13.	The average woman worker is slightly better educated than the average male worker. In 1973, a woman with a college degree earned $350 less than a man with an 8th-grade education.
14.	New laws have made the job market fair for both men and women.	14.	Since the passage of the Equal Pay Act of 1963 and Title VII of the Civil Rights Act of 1964, the difference between women's and men's salaries has widened. The average woman worker earns less than 3/5 of what the average man earns.
15.	Unemployment rates for women (now and in the past) have pretty much equalled those for men.	15.	Unemployment rates have been consistently higher for women in all age groups.

Women Have Always Worked*

Women have always worked. Before the United States became an industrial society, work for wages was rare for both men and women. Most of the population lived on farms and grew or produced those things essential for their lives. Work on the farm was shared by most members of the family. Even children helped in the care of animals and in growing crops. The wife's place was not only in the home but also in the fields. She participated in planting and harvesting crops. She grew all the vegetables her family needed for the entire year. She worked in the yard and barns taking care of and raising animals. When she was in the home, her activities included canning food, spinning yarn, weaving textiles. The manufacture of goods in these early times was mainly in the hands of women.

The man's place was not only in the fields but also in the home. He planted and harvested crops and raised animals. He participated in weaving textiles, tanning leather, and manufacturing goods at home. Farming was a shared activity. In fact, in early New England, women who were heads of families received the same portion of land for farming as did men. At first even unmarried women were given a small portion of land.

Women who were not farmers worked at many different kinds of jobs. Many taverns were run by women. The Boston town records show that many licenses to operate taverns were issued to women in the seventeenth century. For example, the record of 1669 states "Widdow Snow and Widdow Upshaw were 'approved of to sell beere and wine for the yeare ensuinge and keep houses of public entertainment.'" Women were employed and even headed "industrial" establishments. They ran mills, distilleries, even sawmills. The 1644 Plymouth records state that "Mistress Jenny, upon the presentment against her, promiseth to amend the grinding at the mill, and to keep morters cleane, and baggs of corne from spoyleing and looseing." At Masons settlement "eight Danes and twenty-two women" were employed in sawing lumber and making potash. Many printers in the eighteenth century were women. They set type and operated the presses. Women published several colonial newspapers, and printed books and pamphlets.

Various industrial occupations were carried out at home. Women made and sold preserves and wines. The most important home industry was the manufacture of textiles. This included carding cotton and wool, spinning, weaving, making lace, and knitting. Sewing and tailoring were common occupations. These products were exchanged for other goods the person or family needed or they were sold.

During the colonial period people insisted that women work. Work was considered a virtue for all and idleness a sin. Puritan ministers and court orders warned people against the danger of idle living. For example, the Salem town records of 1643 state "It is ordered that Margarett Page shall [be sent] to Boston Goale as a lazy, idle, loytering person where she may be sett to work for her liveinge." In 1645 and 1646 several people were paid "for Margarett Page to keep her at work." The records of other towns contain similar cases of individuals, including women, being reprimanded for idleness.

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*Excerpts from early records were obtained from Edith Abbott, Women in Idustry. New York: D. Appleton, 1913.

How did this situation change? How did we come to believe that a woman's place should be in the home? Why do we think that work in the home is not really work? There are several reasons for this change. The most important ones are industrialization and a change in beliefs.

This country changed from an agrarian to an industrial society. Manufacture of goods moved from the home to the factory. At first women were employed equally with men. Their salaries were also reasonably good. As our population grew and people settled in cities for jobs, men were preferred over women. Women got the worst jobs and salaries. They became a source of cheap surplus labor. Women worked in sweat shops under unhealthy conditions and for very low wages or they did piecework at home. In this "home-work" system the entire family had to work just to make enough to survive. The following poem summarizes the plight of working women and urges women to unite to form a union.

Mill Mother's Lament*

Ella May Wiggins

We leave our home in the morning,
We kiss our children good-bye,
While we slave for the bosses,
Our children scream and cry.

And when we draw our money,
Our grocery bills to pay,
Not a cent to spend for clothing,
Not a cent to lay away.

And on that very evening
Our little son will say:
"I need some shoes, mother,
And so does sister May."

How it grieves the heart of a mother,
You every one must know;
But we can't buy for our children,
Our wages are too low.

It is for our little children,
That seem to us so dear,
But for us, nor them, dear workers,
The bosses do not care.

But understand, all workers,
Our union they do fear,
Let's stand together, workers,
And have a union here.

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*Reprinted by permission of The Nation magazine.

As this country became more affluent, people started to adopt the values of the wealthy class. This class held the belief that women of high station should not work. Nonwork was a sign of their high status and wealth. Many working class people started to believe this also. They accepted these values, especially after their own working conditions and salaries improved. They could afford to look down on women's work. Women's work became devalued. Whatever women did was looked at as unimportant and unnecessary. Housework especially was considered as no work at all.

Lucy Warner, a working woman, did not like this idea one bit. Her essay of 1891 questions this belief. She asserts that a woman's work deserves as much recognition and dignity as a man's.

Why Do People Look Down on Working Girls?*

Lucy A. Warner

Why do people look down on Working Girls? This is the question that we girls ask each other over and over again. It is not a hard question, but it has never yet been answered to our satisfaction.

Is it because we lack natural ability? . . . Go into the places where we work and see the delicate and difficult work that we are doing--work that requires the help of eye and hand and brain, and, when you have gone the rounds, if you should give us your candid opinion, would not that opinion be that working girls are not deficient in natural ability?

Is it because we lack education? That we do lack education, we admit. We have the brains. Give us the time and opportunity to use them. We are hungering and thirsting for knowledge. . . .

Is it because we work? What an absurd idea! People "look down" on us because we work? Why, the lawyer and the doctor and the clergyman and the professor and the merchant all work, and work hard, too, and every one looks up to them. "Of course," says a bright, young lady, "we expect men to work and support their families, but ladies do not work." Don't they? We have lady artists and musicians, lady doctors, lawyers and lecturers, trained nurses and teachers. If it isn't work that they are doing, what is it? "But," says the same young lady, "have you never discovered that there is a difference between brain work and manual labor?" Yes, we have discovered it, to our sorrow. The teacher considers herself superior to the sewing girl, and the sewing girl thinks herself above the mill girl, and the mill girl thinks the girl who does general housework a little beneath her, and Miss Flora McFlimsy, "who toils not, neither does she spin," thinks herself superior to them all. Is one kind of work more honorable than another? . . .

My friend, have you ever considered that 'brain work' enters into every department of manual labor? An intelligent girl will do better work anywhere than an ignorant one. Isn't it a work of art to make a dress? It is just as necessary that a cook should mix her bread with "brains" as it is that an artist should mix her colors with the same materials. . . .

---

*From Far and Near, 1, January 1891.

Dear sister workers, we who work in shop and store and factory, and in countless homes all over the United States, if it is because we work that people look down on us, then let us pray that the Lord will change their opinion, and go quietly about our business, for, among the "nobility of labor" there is an illustrious company, at whose head stands the Carpenter of Nazareth, by Whom labor was forever glorified.

Questions (No Student Text)

1. How were physical needs met during Colonial times?
2. How did the early settlers feel about working women?
3. What sort of work did women get after industrialization?
4. How were women able to meet their physical needs after industrialization? Was this easy for them?
5. What was the attitude toward women's work after industrialization?
6. Lucy Warner is critical of the appraisals that demean women's work. Are these task or person appraisals?

Will You Work for a Living?

We think we already know that all boys will have to work for a living and to support a family. If you are a girl, you might think to yourself: "I'm not going to work. I'll get married, have children, and be a housewife. It is up to my husband to support the family. I don't have to think about a job or a career." Will this really happen?

Even though you are a girl, the chances are very good that you will be employed for many years of your life. Nine out of ten women will work during some time of their lives, even if they are married. So don't tell yourself that you won't work. The facts are that you probably will.

What kind of work are you likely to get? The answer to this question often depends on whether you are male or female. If you are a female, chances are that you will get a less important, low-paying job. Women are still forced into the lowest-paying jobs and into jobs which many people do not want. Many jobs are still considered "off limits" to women. Who is the president of a company, the doctor, the lawyer? You will probably think of a male in these positions. One-third of all women workers are in only seven occupations: secretary, household worker, salesperson, elementary school teacher, bookkeeper, waitress, nurse.

What will your salary be? It will be quite a bit less than that received by men. Women earn 60¢ for every dollar that men earn. They earn less than men in every area of work. This is true even if they have a good education. A woman with a college degree earns just as much as a man with an eighth-grade education. A man with a college degree earns almost twice as much as a woman with a college degree.

You might still think that you won't have to work. The fact is that most women work because they have to. Many women are single, widowed, or divorced, and they have to support themselves and their children. Many other women work because their husbands' salaries are too low to support a family. Today in many families both the husband and wife have to work to support the family adequately.

The conclusion is that you will probably work, even though you may be a girl. It is, therefore, in your interest to think about a career. It is also in your interest to work for equal job opportunities, equal education, and equal pay for women.

The government, through the efforts of many people, is trying to correct these inequalities. In 1963 the Equal Pay Act was passed by the U.S. Congress. It requires that workers who do the same work also receive the same pay.

The Equal Pay Act can be efficient in doing what it was designed to do. It can be used to make sure that all people receive "equal pay for equal work."

The following public service announcement has been heard on radio stations across the country.*

Announcer:	*High noon in Gotham City. In a deserted warehouse Batman and Robin are shackled to a post--desperately struggling to break loose! Inches away, a time bomb ticks ominously. Suddenly, a crash of glass!*
Robin:	*Holy breaking and entering! It's Batgirl!*
Batman:	*Quick, Batgirl, untie us before it's too late!*
Batgirl:	*It's already too late. I've worked for you a long time, and I'm paid less than Robin.*
Robin:	*Holy discontent!*
Batgirl:	*Same employer, same job means equal pay for men and women.*
Batman:	*This is no time for jokes, Batgirl.*
Batgirl:	*It's no joke--it's the Federal Equal Pay Law.*

Of course, the Equal Pay Act does not automatically ensure that all people will be treated fairly on payday. Many companies don't seem to want to obey the law on their own, and the government has only a few people to enforce the law. Furthermore, the Equal Pay Act doesn't apply at all to women in many kinds of professional and executive jobs.

Remember: "Equal pay for equal work" is a law now. If you think someone is breaking this law, speak out! It's up to each individual to make sure this law is obeyed.

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*Radio announcement reprinted from Ellen Graham, ed., What Do Women Really Want? Chicopee, Mass.: Dow Jones Books, 1974.

CHAPTER 6

VEHICLES FOR CHANGE: THE LAWS

We all know that one of the most effective ways to change society is to change the laws. However, laws are not always easy to change. Often people have to work for many years to get an unfair law changed.

Women have been struggling for fair treatment under the law for as long as history has been recorded. The following is a very brief summary of some of the legal changes for which women have fought.

215 B.C.	Roman women organized and fought against laws which limited the amount of gold they could own and forbade them to ride in carriages except on festival days. They won their demands.
1848	The first national convention of the Women's Movement was held at Seneca Falls, New York. Demands were made for equal treatment in education, trade, and property rights. The demands included the right to free speech and the right to vote. These demands were not met.
1872	Susan B. Anthony was fined $100 and threatened with a three year jail sentence for leading a group of women to vote in the 1872 election.
1920	Following a fifty-year struggle, the Nineteenth-Amendment was passed. This amendment gave women the right to vote.
1923	Alice Paul of the National Women's Party wrote and submitted the Equal Rights Amendment to Congress. It read: "Equality of rights shall not be denied and abridged by the United States or by any State on account of sex." This amendment did not pass Congress.
1963	The Equal Pay Act states that all workers are entitled to equal salaries and benefits regardless of race, religion, national origin, or sex.
1964	Title VII of the Civil Rights Act of 1964 outlaws discrimination in jobs on the basis of race, religion, national origin, or sex.
1972	Title IX of the Higher Education Act forbids discrimination on the basis of sex in any school program that receives federal money. This law covers admissions, athletic programs, course materials, and school organizations.
1972	The Equal Rights Amendment (ERA), first proposed in 1923, was passed by Congress. However, it will not go into effect unless 38 states ratify it by June 1982.

Laws Are Changed by People

One main function of any government is to pass laws and to enforce these laws. But the actions of individuals and groups are required to change laws and to see that they are enforced. We have seen how the efforts of Dr. Martin Luther King and his supporters changed the United States laws for Black people.

Many people have worked and continue to work for fair laws for women. One important law is Title IX of the Higher Education Act.

Title IX*

Title IX became law in 1972. Sex discrimination in the public schools is now illegal. According to Title XI, students cannot be excluded from any school program or activity because of their sex. This means that girls must be given equal opportunity to participate in sports, shop, and any other activity in which boys participate. Boys must be given a chance to take any subjects, like cooking or sewing, that girls usually take.

How did Title IX become a law? Like all federal laws, it was passed by the United States Congress. However, actions by individuals and groups outside of Congress were required to spur its passage. In the following example, testimony given by three students in the court of Brooklyn about discrimination in their schools is presented. The students' efforts contributed to the passage ot Title IX.**

> Laura Edelhart (1971). Laura Edelhart told the court that she attended a junior high school in Brooklyn, New York. She wanted to take a metal-working course, but she was not allowed to do so. She made "a dozen calls at least" to the Board of Education but "never got through to anyone." Finally, they told her that they had "too many boys in the school to be able to allow the girls to take metal work and mechanics."
>
> Gigi Gordon (1971). Gigi Gordon was a ninth grader at a Brooklyn junior high school where "They have sewing and cooking available to the ninth graders. That is only for girls, and for the boys, they have metal work and printing, and I think they also have ceramics."
>
> Gigi wanted to take printing, but she was assigned to sewing instead. When she spoke to the teacher who was in charge of the shops, he told her that "the shops were all filled up with boys" and that "he didn't think [she] could get in because of the boys." When she went to the assistant principal, he just told her to "ask the shop teachers if they wanted girls in their classes."

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*Testimony reprinted from Report on Sex Bias in the Public Schools, 3rd ed. New York: National Organization for Women, 1973.

**For more information about Title IX, contact your regional Department of Health, Education, and Welfare, Office for Civil Rights.

Julie Nives (1971). Julie Nives was a ninth grader in a junior high school where the boys' and girls' gym classes didn't seem to be equal. Here is a description of the gym classes, in Julie's own words.

Girls' Gym: "At the beginning, the first marking period, we did volleyball, and after that, after the marking period was over, we continued doing that. So me and some friends complained because we were supposed to have a new curriculum each marking period. And they said, 'O.K., we will try to do something,' and they did. Finally they got us records which had exercises on them, but the exercises were not working out very well because they were only to slim your waistline and help you walk down the street, well, things like that. So after a while it wasn't really working out well. So then we complained again, you know, we should have something a little more, you know, better, because nobody was getting prepared--you have to wear gym suits--and so they had not done anything about it and we refused to get dressed. That day we went down, we were looking around for some guy--our assistant principal--to complain to, and he wasn't there. And the Dean sent us back into gym, and since then we have not been doing anything."

Boys' Gym: "The boys do exercises. They play basketball. They can go out when it is warm, which the girls are not allowed to do. They play handball and baseball. They have certain teams after school for just baseball, basketball, track teams, which the girls do not have."

When Julie and her friends asked their teachers if they could have basketball in gym, this is the reaction they got (again, in Julie's own words): "We asked for basketball. They said there wasn't enough equipment. The boys prefer to have it first. Then we will have what is left over. We haven't really gotten anywhere."

These three experiences with sex discrimination happened in 1971, before Title IX was passed. However, just because Title IX is now a law does not mean that all the problems of sex discrimination in schools have been solved. It is still up to individual students to make sure that their schools are being fair.

Watch the newspapers for articles about people who are trying to make sure that their schools are following the Title IX rules. Here is a selection from a newspaper article about a girl who wants to play soccer in a school where there is no girls' soccer team.

Rebel Soccer Still Her Goal*

Don Fillion

Marla Pecor is a 14-year-old freshman at South Burlington High School. She is 5'3" and weighs 99 pounds. She wants a chance to try out for the South Burlington High boys' soccer team. She has been denied that chance.

Phil McKenzie, South Burlington athletic director, decided after a meeting Tuesday with Marla's parents, a doctor, a nurse, assistant principal Lawrence Lecour, and others that for the time being Marla would not be granted a chance to try out for the boys' team.

The decision is based on the belief that soccer is a contact sport, although Title IX, which allows for equal opportunity for girls to play sports, does not clearly define soccer as a contact sport.

Marla said, "I just want to try out for the boys' soccer team. If there was a girls' team, I would prefer to play with it, but there isn't. I have three brothers who have played soccer and I've played with them. I feel I can play and I don't consider soccer a contact sport. I know there are other girls in South Burlington who would like to play soccer."

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*Reprinted from the Burlington (Vt.) Free Press, September 8, 1976.

The Equal Rights Amendment

Another important law that many people are still working for is the Equal Rights Amendment (ERA). It is designed to protect women, men, and children from discrimination. The ERA would ensure that sex would not be a factor in the legal rights and treatment of women and men. Each person under the law, would be judged on the basis of individual behavior, ability, performance or need. People would not be judged on the basis of whether they are male or female.

The ERA passed the United States Congress in 1972. An amendment also has to be ratified by three-fourths of the states (38 states) within seven years.* If the ERA is ratified, it will become the 27th Amendment to the United States Constitution.

How will the ERA help in treating men and women on the basis of individual behavior?

1. Employment

Under the ERA, employment of men and women would be based on individual needs and abilities. In the past laws were passed to protect women from lifting heavy weights. On the average women are not as strong as men. However, there are some women who are a lot stronger than many men. There are also men who are weaker than many women. The laws discriminate against these people. They are based on who the persons are rather than on their abilities. The laws also kept women out of many well-paying jobs because of the excuse that women were not strong enough.

2. Credit

Many banks discriminate against women in giving them loans and credit. They believe that women are less reliable, that they will quit work and not repay their debts. This judgment also is based on who the person is rather than on what the person is doing. It is not based on the fact that most women are dependable workers and work for many years.

3. Education

Title IX outlaws discrimination in education. This Act has many exceptions and loopholes. Enforcement of the Act is also a major problem. ERA would strengthen equal opportunity laws like Title IX. It would assure that education would be based on people's abilities and needs rather than on whether they are male or female.

4. Criminal Laws

Many states have laws which penalize women more for the same crime than men. Some laws penalize men more than women for other crimes. These laws are again based on the gender of the person. According to ERA, the same penalty should be given for the same crime. The penalty would not be based on whether the offender was a male or a female.

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*In October 1978 the deadline for ratification was extended to June 1982.

5. Social Security

Many social security benefits are not equal for all men and women. Right now, homemakers get no benefits except as dependents.

6. Property Laws

Inheritance laws are not equal. Right now, whenever an estate is more than $120,000, a widow must prove that she has contributed money to the purchase or improvement of an estate. Otherwise she has to pay large estate taxes. If the wife dies first, the husband doesn't have to pay one penny of inheritance tax.

These are only some of the ways that the ERA would help to assure equal treatment of women and men.

Again the efforts of individual persons and of groups helped to pass ERA in Congress. An example is Mrs. Sellers's testimony to the United States Congress in 1970.*

MRS. SELLERS. Thank you, sir.

I am Georgianna Sellers of Clarksville, Ind., speaking on behalf of the Indiana and Kentucky unit of the League for American Working Women, known as LAWW....

The members of our organization wholeheartedly support the Equal Rights Amendment—and for many reasons. It would eliminate injustices to women in employment, educational opportunities, and other areas.

...it would nullify all State restrictive laws that limit women as to what work they can do, how long they can work, and what they can lift.

It is an insult to women that such laws or rules are referred to as "protective" when their sole function is to exclude women from the higher-paying jobs....

Most of us working women are employed in factories on high-speed production lines. Some of us—including myself—are working for the Colgate-Palmolive Co., which has arbitrarily refused to concede that there is a Civil Rights Act of 1964, which prohibits discrimination in employment on the basis of sex.

The union supposedly representing the employees at this plant fails to see why it should recognize the minority group—women—and has made contracts since the advent of Title VII of the Civil Rights Act of 1964 that were just as discriminatory as were the previous contracts.

The women working for Colgate were denied the right to work on the better-paying jobs to which their seniority entitled them, simply because they were women and the jobs might occasionally require the lifting of over 35 pounds.

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*Mrs. Sellers's testimony reprinted from America's Working Women, edited by Rosalyn Baxandall, Linda Gordon, and Susan Reverby. New York: Random House, 1976.

As a matter of fact, some women employees on the low-paying jobs lifted as much as 17 tons per day while men employees thumped buttons on automatic machinery. While Indiana has no so-called "protective" laws prohibiting women employees from lifting 35 pounds, the mere existence of such laws in other states was used as a phony excuse for this discrimination.

"Oh, no," our employer would say, "you are a woman. You can't do this job. You have to lift 35 pounds. Let George do it."

We were kept off of higher-paying, easier jobs for years because the company wanted to "protect" us. I say it did not protect, but exploited women. Used their hard labor for low pay, just as employers treated the Negroes for years. Keep them under foot, not on top...."

American working women have learned the lesson that the black people have learned. There is no such thing as separate but equal. We do not want separate little unequal, unfair laws and separate little unequal, low-paid jobs. We want full equality....

There is no one more aware of the power of woman than women--especially working women.

Creating an Equal Society

Let us assume that everyone obeys Title IX and that the Equal Rights Amendment is ratified. What will our society be like? Will this mean that everyone will have to be alike in every way? Will this mean that women and men will have to be equally strong and have equal abilities? The answer is no. We certainly are not equal. Some of us are tall; others are short. Some of us are good at writing; others are good at math. In fact, if you look around you, you will find that no two things in nature are alike. As an exercise, you might compare the leaves of a tree in your school yard. You will find that no two leaves are the same, even though they come from the same tree. This is also true of people. No two persons are exactly alike.

Our laws do not say that we have to be alike. They say that we have to be given an equal opportunity. This means that people will be given an equal chance at a job according to their interests and abilities. It means that students will be given an equal chance to learn the things they want to learn. This will not depend on whether they are male or female. If a boy wants to take up cooking, he can take home economics. If a girl wants to become a truck driver, she can learn how to do this. Companies have to employ the female truck driver or the male cook on the basis of their qualifications, on how well they perform their work.

Imagine that our society has learned to make task appraisals. It has learned to train young people and to employ people on the basis of their abilities and interests. What will our society be like? Here are some questions for you to consider and discuss with your class.

Employment

Who will be the doctors, the truck drivers, the lawyers, the executives, the mechanics, the engineers?

Who will be the nurses, the custodians, the sales clerks, the teachers, the secretaries?

Education

Who will take math, language arts, science, shop, home economics?

Politics

Who will be the President of the United States, the senators, the representatives to Congress?

Other Aspects of Our Society

How would other aspects of our society change, if true equal opportunity became a reality?

Supplementary Activities

1. Inquire about how Title IX is implemented in your school.

2. Invite the school official in charge of Title IX compliance to speak about Title IX to your class.

3. Invite a state senator or representative to your class to discuss legislation affecting the status of women. Or have your class visit the office of your senator or representative for a discussion of this issue.

4. Invite a local women's rights activist to speak to your class on the legal status of women. Your local branch of the National Organization for Women (NOW) or the American Civil Liberties Union might be good sources.

5. There are a number of good films and filmstrips on the legal status and legal changes affecting women. Show and discuss such materials with your class.

CHAPTER 7

FUTURE ROLES

We have looked at employment in America and how it is changing. We have found that many women are employed and that they work for many years. Many women want a chance to have jobs that were reserved for men, like firefighting, driving trucks, etc. Men are also going into areas that our society reserved for women, such as nursing, kindergarten teaching, etc.

Our laws have changed too. Education and employment on the basis of gender is illegal. It is illegal for schools to educate girls and boys in areas that are thought suitable for girls and boys. Education must allow students to pursue their interests and abilities, regardless of whether these "fit" the students' gender. It is illegal for employers to hire men for "men's jobs" and women for "women's jobs." Employers must hire people on the basis of qualifications and abilities rather than gender.

We have found that many women with families are employed. In nearly one-half of all American couples, both husband and wife work. There are also many single parent families. These are often headed by women who support the family. How do people take care of work on the job and work at home? People have answered this question in many different ways. Here are some ways:

1. The husband works at a job to support the family. The wife stays at home, does the housework, and takes care of the children. In the past we thought that these were the proper roles for men and women.

2. Both the wife and husband are employed outside the home. Often the wife also does most of the housework and child care after she comes home from work. Many husbands and wives also share in taking care of the work at home.

3. The wife works at a job to support the family. The man stays at home, does the housework and takes care of the children. For example, the man might be a writer or architect and prefer to do his work at home and to do the necessary housework.

4. There are many single-parent families. These consist of the mother and her children or the father and his children. Here the parent has both to support the family and do the housework. Children in these families help a great deal with the housework. Children also contribute to housework in the other types of families.

There are many different patterns in how families arrange their home lives and work roles. In the past we thought that men should hold paying jobs and women should stay at home, do the housework and rear children. This is not the way things really are. Many people do both. Our laws also allow us to break out of these traditional categories. They allow us to develop our interests and abilities, regardless of whether they fit these categories. Many choices are open to us. What decisions will we make? What will our future roles be?

Teacher's Worksheet for My Future Career

This exercise asks students to identify their future careers and to indicate their reasons for their choices. It provides practice in basing career choices on skills and interests rather than on stereotypic expectations.

Procedure:

1. Ask students to complete the "My Future Career" form.
2. Discuss the reasons students gave for their choices. Are these based on a consideration of their skills or on stereotypic beliefs?
3. Ask students whether they know the requirements for their chosen careers. If not, this might be a possible homework assignment for them.
4. Ask students what actions they will have to take: what they will have to do in order to achieve their careers.

My Future Career

Here is a list of careers that are open to many people. There are many more careers that are not included in the list. Check the career that you want to pursue. If your choice is not on the list, write it down at the end of the list. Write down your reasons for your choice.

Careers	My Reasons
Engineer	
Teacher	
Pilot	
Police Officer	
Mechanic	
Artist	
Nurse	
Scientist	
Doctor	
Salesperson	
Hairdresser	
Politician	
Secretary	
Lawyer	
Farmer	
Electrician	
Accountant	
Writer	
Architect	
Plumber	
Telephone Operator	
Other	

Teacher's Worksheet for Household Task Analysis

This exercise is designed to demonstrate that "housework is for qualified people." That is, housework can be done by anyone who has the necessary skills.

Procedure

1. Ask students to complete the "Household Task Analysis" form.
2. Discuss the fact that household chores can be assigned on the basis of skill rather than gender. In a previous chapter we found that jobs were best performed by qualified people. Similarly with household chores: "Housework is for qualified people" rather than for females or males.
3. Have students review their responses to "My Future Career."
4. Ask students to compare their answers in "My Future Career" with their "Household Task Analysis." Have students discuss how they can best combine job requirements with home responsibilities. Commitments of time, effort, interest, and skills can be included in such a discussion.

Household Task Analysis

1. List all the tasks that need to be done in the home.
2. List the skills, training, or talent required to perform them.
3. Can the tasks be done by a male, female, both? Write an M for male, F for female, B for both.
4. How many household tasks can be done by both males and females?

Household Tasks	Skills Required	Who Can Do the Task?

Teacher's Worksheet for A Typical Day

This exercise is designed to help students think realistically about their future career and home roles.

In "My Future Career" students were asked to indicate their career choices. Many may have chosen non-traditional or demanding jobs. In this exercise, however, they are asked to describe a potential "typical day," not a future career. When asked what their lives will be like, students often base their expectations on gender rather than skills and interests.

For example, the girl who chose "marine biologist" as a career may say that the first thing she would probably do on a "typical day" is to get up and make breakfast for her husband and children. A response like this would indicate that the student is focusing less on the actual requirements of a chosen career than on stereotyped expectations of what men and women generally do.

A response which goes in the other direction and mentions only activities directly related to career choice is also unrealistic. Most of the students will end up with spouses and/or children. Serious commitment to an occupational choice requires that some attention be paid to how these different aspects of an individual's life can be successfully integrated.

Procedure

1. Have the students fill in the "Typical Day" worksheet.

2. When finished, ask them to write down the career choice aspiration they made. Also ask them to write down whether they expect to be married or single, and whether they expect to have children.

3. Break into small groups. Each student can read his or her "Typical Day" to the group. The others in the group must try to guess what career that student has chosen.

   Or have a general classroom discussion. In either case, ask the students to come to a decision about whether their "Typical Day" would really be typical for an average person in his or her chosen career.

   Encourage students to consider the many different ways a career choice may affect their lives. Ask them to consider seriously how they intend to integrate their careers (if they expect to have careers) with marriage and family (if they expect to get married and raise a family). There are bound to be differences of opinion in this area. Encourage the students to discuss the options realistically and to try to identify some of the problems they may encounter with non-traditional choices.

Some areas for discussion may include:

What do you do if your spouse and you strongly disagree on the roles you wish to play within the family structure?

If you both choose to work, who will take care of the household duties?

Suppose you and your spouse switched roles. What are some of the problems you would face? How do you think it would make you feel? How do you think it would make your children feel?

A Typical Day

Many people have a fairly good idea about what the future might hold for them. Imagine yourself fifteen years from now. How old will you be? Imagine a typical day in your life. Describe all the things you will do on this average day, from the time you get up until the time you go to bed. Use the space below for your description. Be specific and exact.

Stories About Work and Home Roles

How do people combine work and home roles? In the following readings we find that people have answered this question in different ways. In one family the husband becomes the homemaker and the wife earns money to support the family. In another case the wife takes the baby to work with her. In the last reading some women decide to be full-time homemakers. Today we have many choices. The decisions we make about work and home roles are up to us.

Mike McGrady Becomes a Homemaker*

Mike McGrady used to be a newspaper writer. Everyone liked his work. He had a good salary and a nice home. One day he quit his job and became a full-time homemaker.

While Mr. McGrady was still employed, Mrs. McGrady had started designing plastic furniture. Her business grew. Soon she established her own office called Corinne McGrady Designs. Her income increased each year. Finally Mr. and Mrs. McGrady decided that Mr. McGrady would be the homemaker and Mrs. McGrady would support the family through her business.

Mr. McGrady was thrilled. Now he could finally do all the fun things he could not do before. He thought he would have many hours and days of free time. No obligations. No responsibilities. He could visit the library, have a long game of pool, talk with his friends.

The first day did not look too hard. He had to take his daughter Siobhan to the orthodontist, do the shopping, and cook dinner. But, there were many surprises on this first day. He took Siobhan to the orthodontist and waited, and waited, and waited. He looked at all the magazines in the office. He looked at everything in the office. He could hardly stand waiting any longer. Finally Siobhan was ready. Mr. McGrady discovered that the first few hours of his new life had disappeared just waiting.

Then Mr. McGrady did the shopping. He decided to play it safe and cook a dinner that he could not spoil. He settled for roast beef. Mr. McGrady didn't know that the prices for food had gone up a great deal. He had to spend quite a lot of his allowance on the roast. Would his allowance last till the end of the month? Well, he thought that this was his first day as a homemaker. This deserved a celebration.

Next, he stopped at the library. His library card had run out three years ago and he had to renew it. Then he visited with some friends. Time passed in pleasant conversation. Suddenly he realized that it was four-thirty and that he had to prepare dinner by six o'clock. "How long does it take to bake a roast?" he asked a friend. "It takes almost three hours," the friend said. It would be five o'clock by the time Mr. McGrady got home. Dinner wouldn't be ready till eight that night.

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*Adapted from The Kitchen Sink Papers by Mike McGrady. Copyright © 1975 by Mike McGrady. Used by permission of Doubleday & Company, Inc.

Mr. McGrady rushed to the phone and called his daughter Siobhan.

"Hello," Siobhan said.

"Hello, darling...." How would you like to do Daddy a little favor?"

"It depends," she said.

"It depends on what, darling?"

"It depends on what you mean by little."

"Oh, it's nothing," said Mr. McGrady. "Just go to the refrigerator and take the roast beef and put it in the oven at 350 degrees."

"That's a *big* favor," she replied. "I'm not even sure I can remember all that."

"I'll pay you a quarter."

"One quarter?"

"No, sweetheart,..." *Two* quarters. But for two quarters you also have to have the potatoes and carrots and onions peeled by the time I get home."

"I hate to peel onions," said Siobhan. "They make me cry."

"Okay. Just the potatoes and carrots then."

He rushed to pick up Mrs. McGrady at the office. He noticed that in this one single day he had driven over one hundred miles. This was much more than he used to drive when he went to work. The McGradys finally got home. Mrs. McGrady commented, "Well, you seem to have everything under control." "Nothing to it," replied Mr. McGrady. But actually dinner was very late and the potatoes were not done. Mr. McGrady had to admit: "During the first day, I have cooked the first of many dinners; I have received my first allowance check; I have driven one hundred and eight miles, and I haven't had more than a few minutes to myself."

Amy Catania Grows Up in the House of Representatives*

Susan Catania was elected by the people in her district to represent them in the Illinois House of Representatives. Here she works with other legislators who represent other districts in Illinois. Members of the House of Representatives pass laws, serve on committees, and help to govern the State of Illinois.

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*Based on Jane Lynch's article, "A Baby in the House of Representatives," in *Ms.* magazine, March 1975. Copyright © 1975 by the *Ms.* Magazine Corporation.

Susan Catania is also the mother of five children. Amy is her youngest daughter. She is still a small baby. To take care of her, Mrs. Catania brings Amy to work with her every day. She puts Amy into a blue car bed beside her. Mrs. Catania's desk is stacked with important papers. But there is also room for Amy's baby food. Sometimes Mrs. Catania holds Amy in her arms while she is speaking to the House of Representatives. Some members of the House do not like this. They think that it does not look very formal or proper.

But most legislators got used to Amy very quickly. It was a good learning experience for everyone. Mrs. Catania said, "I hadn't thought of men as fatherly." She found that many people were willing to hold and cuddle Amy. "Someone always wanted to hold her and help care for her." The male legislators also learned from this experience. Some of them started bringing their small children to the House of Representatives.

Women as Homemakers*

Some women have chosen to give up their careers to become full-time homemakers. Linda Dannenberg has interviewed several women. She finds that they are very satisfied with their roles as homemakers. One woman states: "At first I was afraid I wouldn't be myself any more after my baby was born and I gave up my job. I worried that something would be taken away from my being my own person. But I discovered that being a mother was a dimension that added to me, not one that took away."

Betsy Ferry had worked as an editor. She discovered that mothering was far more involved and meaningful than she expected. She says: "In the beginning I missed my other adults. But now I've made new friends, other mothers at home, and things are better. I want to be with my son and watch him develop and grow."

Margi, a friend of Betsy's, had taught high school for five years. She found it a relief to stop working: "When I worked, things like laundry, shopping and cleaning still had to be squeezed in. Now, of course, I can do it during the day, so my nights and weekends are free.... I found being home with my daughter very rewarding and enjoyable and I decided to stay."

Evelyn Stock finds that she has time for things she could not do before: "We can play tennis during the day, have long leisurely lunches and build real friendships with other women.... We can do all these things and still take care of a family."

Homemaking has added new dimensions to the lives of these women. Betsy is now taking piano lessons. Margi enjoys gardening and working in stained glass. They are finding new satisfying outlets for their lives.

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*Based on Linda Dannenberg's article, "Back-to-Home Movement?" in Family Circle, May 1976, by permission of the publisher.

Most of these women agree that: "Everybody achieves fulfillment in a different way.... Whatever her choice is, a woman should not feel she's copping out.... It's all wrong to make a woman feel guilty if she wants to leave the house and her children and take a job; but it's equally wrong to make a woman feel she has to justify staving home."

What can we conclude? We can see that people are made up of multiple categories. We enjoy and want to do different things at different times. The questions of family and work roles have to be decided by us as individuals. Other people need to understand and recognize our decisions. We hope you will give this understanding to yourself and the men and women you know. Remember, being satisfied with the role you choose is important for a happy rewarding life.

Games for Free Children

Do you ever play Cowboy and Indian games? How about pretend games? Do you play being a doctor, an airplane pilot, President of the United States? Should a boy be the doctor, pilot, president? Should the girl be a nurse, or stewardess, or play with dolls? Why? Let us see how some children have solved these questions in the next stories.

Girls Can Be Anything*

Norma Klein

"Now we will play hospital," said Adam Sobel. "I will be the doctor. You will be the nurse."

Adam Sobel was Marina's best friend at school. They went home on the bus together. They were the only ones in their room who could do the lion puzzle and get all the pieces together. Most of the time Marina liked the games Adam thought up, but this time she said, "I want to be the doctor, too."

"You can't be doctor if I'm doctor," Adam said.

"Why not?" said Marina.

"There can't be two doctors," Adam said.

"So, you be the nurse and I'll be doctor," Marina said.

"That's not the way it goes," Adam said.

He was already putting on the white doctor suit that was in the box. "Girls are always nurses and boys are always doctors."

"Why is that?" said Marina.

"That's just the way it is," Adam said. "Could I have the stethoscope, please, nurse?"

That night Marina told her father at supper, "I don't like Adam Sobel at all."

"Oh?" Father said. "I thought he used to be your best friend."

"He used to be," Marina said, "but you know what he said today?"

"What?" asked Father.

"He said girls can't be doctors. They have to be just nurses."

"Well, that's just plain silly!" her father said. "Of course they can be doctors."

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*From Girls Can Be Anything by Norma Klein. Copyright © 1973 by Norma Klein. Reprinted by permission of the publishers, E.P. Dutton. All rights reserved.

"They can?" asked Marina.

"Certainly they can," Father answered. "Why, your Aunt Rosa is a doctor. You know that."

"But is she a real one?" Marina said.

"She sure is, as real as they come," Father said.

"Does she work in a hospital and have a white suit?" Marina wanted to know.

"She does," Father said. "She works in the very hospital where you were born. You know what she does there?"

"What?" said Marina.

"She's a surgeon," Father said. "That's hard work, you know."

The next day at school, Marina said to Adam, "I have an aunt who's a doctor. She's a surgeon."

"Is she a real doctor?" Adam wanted to know.

"Of course she's real," Marina said. "She comes to our house for supper. She even has a white suit. Lots of women are doctors. I might be one. I might be one that takes care of animals. I could have my own hospital and dogs and cats would come to see me and I would make them better," Marina said. "That's the kind of doctor I want to be."

"I don't even want to be a doctor," Adam said.

"What do you want to be?" asked Marina.

"I think I want to be a pilot," Adam said.

"You mean, you'd have your own airplane and fly it from place to place?"

"Yes," Adam said. "Why don't we play airplane right now?"

"O.K.," said Marina. "How do we do it?"

"Well," said Adam, "this is the plane and I sit in front driving."

"What do I do?" said Marina.

"You're the stewardess," Adam said. "You walk around in back and give people drinks."

So Marina took some cookies and milk and walked around and gave them to all the people on the plane. She always asked them first what they wanted. After a while, she went over to where Adam was and asked, "What are you doing?"

"I'm still driving the plane," Adam said. "Oh! Oh! Here we come! . . . It might be a crash landing! . . . Better look out!"

"You know what?" Marina said.

"What?" said Adam, who was keeping his eyes on the place where the plane had to land.

"I think I want to be a pilot," Marina said.

"You can't be a pilot," Adam said.

"If I want to, I can," Marina said.

"Girls can't be pilots," Adam said. "They have to be stewardesses."

"But that's dull," said Marina. And she went off and began to drive her own plane.

That night in bed Marina said to her mother, "Adam Sobel is so bad."

"Is he?" her mother said. "What did he do?"

"He said girls can't drive planes," Marina said. "He said they have to be stewardesses."

"That's not true," Mother said.

"Then, how come he said it?" Marina asked.

"Maybe he didn't know," Mother answered. "There was a picture of a woman in the paper just the other day, and she's been flying her own plane for nineteen years."

"Does she fly with people in it?" Marina asked.

"Well, she has a co-pilot," Mother said. "Pilots always have co-pilots to help them."

"Mommy?"

"Yes, dear."

"If I was a pilot, would you and Daddy fly with me in my plane?"

"We certainly would."

"Would I be a good pilot, do you think?" Marina asked.

"I think you would," Mother said.

The next day at school Marina told Adam, "Today you can be my co-pilot. I'm going to be a pilot like that woman in the paper who has her own plane."

"What woman is that?" Adam said.

"Oh, I guess you didn't see her picture," Marina said. "Her plane has people in it and everything. Even her mother and father fly in it with her."

"Who is the stewardess in that plane?" Adam said.

"In the back there's a little machine and you get your own drinks by putting in some money," Marina said.

"That sounds like a good idea," Adam said. He let Marina be pilot. He was co-pilot and read the map and told her where to go. There was almost a crash landing, but Marina landed in a grassy field and everyone got out safely.

That afternoon their teacher read them a story about a king and queen. They had long red robes and had yellow crowns on their heads.

On the way home in the bus Marina said, "How about being a king? Or a queen?"

Adam thought about that for a minute. "No."

"You could have a red robe," Marina said. "You could have a crown."

Adam shook his head. "I wouldn't like that. Anyway, kings and queens don't do anything anymore. It would be dull."

"Maybe that's true," Marina said.

"What I'd like to be," Adam said, "is president. That's better than being a king."

"President of what?" Marina wanted to know.

"Just president."

"You mean THE President?" Marina said.

"That's right," Adam said.

"What would you do if you were president?" Marina asked.

"Oh," answered Adam, "I would sit in a big room with a rug on the floor and a big desk and I would sign papers and everyone would have to do whatever I said."

"Maybe tomorrow we can play president," Marina said.

"O.K.," Adam said.

"Only, the thing is," Marina said, "what would I be while you were president?"

"You could be my wife."

"What would I do if I were your wife?" asked Marina.

"Well, you could make supper and get the newspaper ready when I got home," Adam said.

"Sometimes you could ride in a car with me. We could wave at people and they would throw confetti at us."

"That sounds like fun," Marina said, "only Adam--"

"Listen," Adam said. "One thing I know. There's never been a woman president."

That night after supper Marina said to her mother and father, "I don't know what we're going to do with Adam Sobel. He says such silly things."

"What did he say today that was so silly?" her father said.

"He said there never was a woman president," Marina said.

There was a pause.

"Isn't he a silly boy!" Marina said.

"Well, it's true, there's never been a woman President of the United States," Mother said.

"Other places have had outstanding women leaders," Father said.

The next morning Marina said to Adam, "Adam, you know, you can be a pilot or a doctor. You know what I'm going to be?"

"What?" Adam said.

"I'm going to be the first woman president! . . . You can be my husband."

"What would I do?" Adam said.

"You would fly our plane and fly me from place to place so I could give talks," Marina said.

"From what you say, it seems like girls can be anything they want," Adam said.

"Well, that's just the way it is now," Marina said. "Will you fly me to where I can give my talk?"

"O.K., but after you give your talk, you have to fly me back so I can give my talk," Adam said.

"O.K.," Marina said.

So Adam flew the plane to where Marina had to give her talk, and she gave it. Then Marina flew Adam to where he had to give his talk, and he gave it.

Then there was a big presidents' supper with hot dogs, cheese, milk, cookies, pop, and candy bars.

Both presidents thought it was delicious.

My Brother the Mother*

David Gersten

Hi, I'm Isabelle. I have a little brother and he is not like other boys that play baseball or football. Every day after he comes home from school, he runs into his room and he plays with his dolls, and he would play and play until dinner time.

After dinner he goes and gives all his dolls dinner. He has so many dolls that when he goes to bed, he can't fit all of them in his bed. So he has four little beds next to his bed for the other dolls.

He does not have a doll house and he doesn't want to put them in the drawers, so he uses the whole house.

He never told anybody, so on his birthday he usually got toy trucks or checker boards but he always got one or two dolls from Mom and Dad. Mom never lets him bring his dolls to school. So he usually puts his dolls in the window so when he comes home from school, he can see them. During January we had a week off from school and we were going to Grandmother Huggins' house in Georgia. We were each allowed one suitcase. I packed 7 skirts and 7 blouses, but my brother Henry packed 5 dolls, 2 pairs of pants, 2 shirts, and 5 doll dresses.

On May 21, which is Henry's birthday, Mom and Dad were going to take Henry out to dinner. So Henry ran upstairs and got all dressed up. He came downstairs with all of his dolls in his arms and Mom asked him what he was doing. He said, "I'm going to take all my dolls with me."

Mother said, "You're not going to take your dolls with you, but since it is your birthday, I will go out and bring home dinner for you and your dolls. You may have a party with them in your room." That made Henry very happy and it was a very special birthday for him.

Last Saturday Henry went to a western movie and he wanted to bring all of his dolls but Mom said he could bring only one doll, so he brought his favorite one. He bought a medium-size popcorn to share and every time someone got shot in the movie, he put his hand over his doll's eyes.

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Yesterday after school my friend Sue came over to play dolls with me and when we got to my room I only found one doll. We couldn't figure out what to do. We could not play dolls with one doll, but I thought we could ask my brother, so we did. He said, "Yes, but you can only have two dolls and four dresses," and my friend was so happy.

Henry had a birthday for each of his dolls and Mildred, his oldest doll, was going to be 9 in two days. Henry could not figure out what to get her, so he decided to get her four doll dresses and blouses and wrapped them in wrapping paper with little dolls on it.

When it was March 5, Mildred's birthday, he gave her the present and tried them on her. She looked beautiful.

Last night at dinner, my mother told us that she was going to have a baby and Henry was so excited he could hardly eat dinner. After dinner and after he fed his dolls, he got all of their bottles and clothes together so he could have them for his baby sister. Mother said, "Henry, you will be a great help because you know how to take care of dolls, so you will know how to take care of babies."

And ever since, Henry didn't play with dolls. He plays with and takes care of his baby sister.

Helping*

A song by Shel Silverstein

Agatha Fry, she made a pie
and Christopher John helped bake it.

Christopher John, he mowed the lawn
And Agatha Fry helped rake it.

Zachary Zugg took out the rug
And Jennifer Joy helped shake it.

And Jennifer Joy, she made a toy
And Zachary Zugg helped break it.

And some kind of help is the kind of help
that helping's all about.

And some kind of help is the kind of help
we can all do without.

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